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ABSTRACT

This resource notebook is intended to assist vocational educators and minority business development center representatives working at the secondary, postsecondary, and adult levels in developing, improving, and expanding entrepreneurial training programs by developing program models, training strategies, and bibliographies of resource materials. Addressed in the individual sections of the guide are the following topics: what entrepreneurship is and why it is important, where entrepreneurship education fits in, how instructors go about providing entrepreneurship education, whether minority entrepreneurs have special needs, how program providers assess entrepreneurship education programs, and where program providers can get help in developing and delivering entrepreneurship education programs. Appendixes, which compose more than half of the guide, include a selected annotated bibliography; model training program descriptions; an overview of minority business development centers and their role in enterprise development; excerpts from an entrepreneurship education program planning guide; directories of assistance agencies; a flow chart for planning and implementing a new venture; a list of characteristics of entrepreneurs; entrepreneur, success, and career quotients developed by the National Research Center for University and College Admissions; and guidelines for organizing to develop program and collaborative networks. (MN)

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Resources for Entrepreneurship Education

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A PROJECT TO PROMOTE ECONOMIC DEVELOPMENT THROUGH ENTREPRENEURSHIP EDUCATION AND TRAINING

ED CONTRACT NO. 300820171

September 1984

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RESOURCES FOR ENTREPRENEURSHIP EDUCATION

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PREFACE

The development of this resource notebook was one of the major activities of the "Project to Promote Economic Development Through Entrepreneurship Education and Training." To achieve economic development through entrepreneurship education and training, collaboration is needed among all the entities involved in the education and training of the entrepreneur, the development of the enterprise, and the development of an environment suitable for economic growth. The U.S. Department of Education, Office of Vocational and Adult Education, and the U.S. Department of Commerce, Minority Business Development Agency, have collaborated in funding this project which was operated by the School of Occupational and Adult Education, College of Education, Oklahoma State University.

The major project objectives were:

- ° To promote entrepreneurial education in vocational education at the secondary, postsecondary and adult levels, and to increase coordination with Minority Business Development Center service providers
- ° To assist vocational educators and Minority Business Development Center representatives in developing, improving, and expanding entrepreneurial training programs by developing program models, training strategies and bibliographies of resource materials
- ° To develop and disseminate entrepreneurial education materials for use by vocational educators and Minority Business Development Center service providers

This resource notebook has been designed for use by vocational administrators and educators and by Minority Business Development Center representatives. Direction and recommendations have been sought from members of both groups across the nation through a series of local and state seminars. We have attempted to incorporate as much of their input as time and space would allow. We encourage the use of this "hands-on" notebook as a beginning in the development and improvement of entrepreneurship education and training programs. We can guarantee that the resources we have provided in this notebook will lead you to a vast number of additional resources sufficient to meet any training needs you may have.

Material designed to supplement the notebook is contained in the Entrepreneurship Education Training Package also developed through this project. The Package describes the process of bringing education, government, and the private sector together in communities to collaborate on entrepreneurship education programs and offers strategies for accomplishing this gleaned from twenty-one seminars held around the nation. Appendix J provides instructions for ordering the Guide.

Our best wishes are extended to you in your endeavor to promote entrepreneurship education in your community.

ACKNOWLEDGEMENTS

The staff for a "Project to Promote Economic Development Through Entrepreneurship Education and Training" would like to express their thanks to all those individuals who have contributed to the development of the resource notebook. We gratefully acknowledge the work of Dr. Richard L. Lynch and colleagues, Virginia Polytechnic Institute and State University, and Jerry W. Gilley, Oklahoma State University, in conducting the formal literature review; of Dr. Garry R. Bice, Oklahoma State Department of Vocational-Technical Education, for the development of the Entrepreneurship Education Model as well as for the writing of various notebook sections; and of Dr. Raymond W. LaForge, Oklahoma State University, College of Business Administration, for the development of several sections of the notebook.

Dr. Donald W. Robinson, Dean, College of Education, Oklahoma State University, has been a source of support and encouragement throughout the project. We extend our appreciation to him for the creation of an environment conducive to our success.

The staff of the Oklahoma State Department of Vocational-Technical Education have also contributed generously of their time and resources to assist us with computer services, graphic design, printing services, and curriculum materials. We express our gratitude to all of these individuals. We extend our gratitude also to the members of the Project's Panel of Experts for the generous donation of their time in providing us with direction in the preparation of the notebook. Panel of Expert members include: Dr. Marion B. Holmes, Dr. Paul G. Larkin, Mr. Leo E. Presley, Dr. Gail Trapnell, Ms. Constance Gipson, Dr. Benjamin C. Whitten, Ms. Rita Gonzales, Mr. William H. Bailey, The Honorable Wes Watkins and Dr. M. Catherine Ashmore.

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To all those individuals and organizations that have so generously shared their ideas, materials, research and time, we extend our thanks. The enthusiastic support of numerous individuals and organizations has made the development of the resource notebook both a productive and an enriching experience.

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INTRODUCTION

WHAT IS THE ROLE OF THIS RESOURCE NOTEBOOK: HOW CAN YOU USE IT?

Taken in a large context, entrepreneurship is just one avenue of economic growth and development within the American economy. It is, however, receiving increasing attention from the state and federal governments, as well as from the private sector, as perhaps one of the most important factors in the future economic development of our postindustrial society. Assuming that entrepreneurship plays a vital role in the present and future economic health of our nation, it becomes important to learn how to foster entrepreneurial behavior as well as how to provide an economic environment conducive to the success of new enterprises. Some of the questions this poses are:

- What are the personal characteristics needed by an individual to become a successful entrepreneur and can these characteristics be taught?
- What business and other skills are essential to the success of an entrepreneur and how can they best be infused into existing educational/service programs?
- What motivates individuals to become entrepreneurs and can such motivation occur in the classroom?
- What is the social and economic environment most conducive to the implementation and success of new business ventures and is it possible to create such an environment intentionally?
- What process should be used to obtain answers to these questions and subsequently to implement programs using the information obtained?

The amount of literature that has been produced in the last three years addressing these issues is greater than the sum of all that was written on the topic in the preceding thirty years according to the Center for Entrepreneurship and Small Business Management at Wichita State University. Despite this abundance of information, there is still no widely accepted definition of entrepreneurship, no consensus on the characteristics of entrepreneurs and whether or not they can be taught, no definitive answer to the question concerning what motivates individuals to become entrepreneurs and whether or not such motivation can be accomplished through education, little agreement on the socioeconomic climate most conducive to entrepreneurial success, and no overall plan or process for implementing what we do know or for researching what we do not.

Under these conditions, how can vocational educators and administrators move ahead in the area of entrepreneurship education? How can they justify the use of already limited resources for programs that are as yet largely experimental? These and other issues pertaining to entrepreneurship education will be addressed throughout this resource notebook in an attempt to clarify the role entrepreneurship plays in our economy and how education can contribute to its growth and success. You will find that this is a practical, "how-to" approach to this somewhat controversial issue. The notebook emphasizes the implementation of educational programs to teach those aspects of entrepreneurship that will be useful to students as life skills and which already have proven value. It was designed to assist vocational educators, Minority Business Development Centers, and other groups to assume leadership roles in promoting effective entrepreneurial education programs. Following are specific suggestions on how to use each section of the notebook.

Chapter I contains definitive information about the need for successful entrepreneurs and enterprises that will help clarify your understanding of the essential nature of entrepreneurship and free enterprise in our economy. You and your coworkers need these facts in order to highlight the importance and relevance of entrepreneurship education in your community.

Chapter II provides a conceptual model for a comprehensive entrepreneurial education approach. The responsibility of educational institutions for entrepreneurial training at each learning level is depicted along with the interrelated roles of business, industry, government, and the individual. You can help to bring this interaction to fruition at each learning level, i.e., elementary, secondary, postsecondary and adult. Strategies for supporting a comprehensive entrepreneurship education system in your community must encompass the five stages for entrepreneur and enterprise development, namely, awareness, development, application, venture, and assessment.

Chapter III describes the Entrepreneurship and Enterprise Development Process and provides a guide for you to examine the present status of entrepreneurship education in your community. You will need to identify basic target groups and training objectives for each of the five stages in the development of entrepreneurs and enterprises. Vocational educators need to enlist the support of the local Minority Business Development Center (MBDC) representative and/or other groups to infuse entrepreneurial training opportunities into existing prevocational and vocational programs, or to initiate separate programs at each learning level. In addition, part-time programs must be designed to provide incubator-type environments for adults venturing into businesses and for owners of growing businesses. Examples of model programs are included in the resource notebook to illustrate various instructional strategies and delivery systems used to facilitate the development of entrepreneurs and enterprises at each learning level, i.e., elementary, secondary, postsecondary and adult programs.

Chapter IV discusses minority entrepreneurship and explores what, if any, special training needs minority entrepreneurs may have at each of the five developmental stages. MBDC directors need to be aware of these needs and work with vocational educators and other groups to ensure that they are met at every educational level.

Chapter V suggests evaluation strategies for you to examine and improve the present status of entrepreneurial education in your community. You will need to focus evaluation strategies on the effectiveness of programs as well as on the individual student's aptitude, attitudes, motivation and entrepreneurial competencies.

Chapter VI includes specific information about agencies that can provide you with assistance in the development of entrepreneurs, enterprises and a healthy economic environment in your community. A variety of services are available to assist vocational educators and MBDC representatives. The mission and goals of the MBDC and the vocational education system are described along with the kinds of services provided for the development of entrepreneurs and enterprises. You will need to consider the suggested strategies which vocational educators can use in collaborating with Minority Business Development Centers and other groups in the community. Ideas are included to help you in obtaining the support of various local, state, and national sources of assistance for entrepreneurial programs at each learning level.

The Appendices are an additional feature of the resource notebook. The annotated bibliography includes available learning materials related to the various aspects of entrepreneurship education. Eight areas of vocational education are addressed: agriculture, business and office, health occupations, home economics, industrial arts, marketing and distribution, technical, and trade and industrial. Some of the materials are minority-oriented and some are suited to technical business assistance through MBDCs and other groups in the community involved in entrepreneur and enterprise development. A matrix is provided to guide you in identifying those materials best suited to your needs. The matrix is keyed to the five stages in the development of entrepreneurs and enterprises: specifically, awareness, development, application, venture, and assessment.

Also included in the Appendices is an annotated listing of assistance agencies, model program descriptions, an entrepreneurship program planning guide, and various other information which supplements the notebook chapters. A complete index of the content of the Appendices is located in the Table of Contents.

CHAPTER I

ENTREPRENEURSHIP: WHAT IS IT AND WHY IS IT IMPORTANT?

WHAT IS ENTREPRENEURSHIP?

Entrepreneurship is a word that has been defined and used in a variety of ways. Although no single definition for entrepreneurship has been widely accepted by the education community, there do seem to be certain elements which are present in a large number of the descriptions found in the literature. The definitive characteristics of entrepreneurship used as a basis for this project are taken from the work of Shapero and Sokol (1982). These authors have reviewed the literature and they suggest that entrepreneurship has five specific aspects:

°	Initiative-taking:	One or more individuals take the responsibility of founding a new business
°	Consolidation of resources:	The founders assemble resources and develop a business structure to accomplish some objective
°	Management:	The founders are actively involved in the management of the business
°	Relative autonomy:	The founders have a great deal of freedom in using the resources of the business
°	Risk-taking:	The founders are directly responsible for the success or failure of the business

A careful analysis of these characteristics suggests the similarity between entrepreneurship and the development and management of most small businesses. Small business owners typically take initiative, consolidate resources, manage with relative autonomy, and assume the risks of the business venture. Although one might argue that all small business owners/managers are not entrepreneurs, the terms are sufficiently synonymous to be used interchangeably throughout this notebook.

WHY IS ENTREPRENEURSHIP IMPORTANT?

Why is it important that entrepreneurs develop new business ventures? What is the contribution of entrepreneurship to the economy and society? The Preface to the Encyclopedia of Entrepreneurship (Kent, Sexton and Vesper 1982) states:

> Humanity's progress from caves to campuses has been explained in numerous ways. But central to virtually all of these theories has been the role of the "agent of change," the force that initiates and implements material progress. Today we recognize that the agent of change in human history has been and most likely will continue to be the entrepreneur.

A similar view has been expressed by Frank Carney, the founder of Pizza Hut, Inc. (Christy and Jones 1982): "Entrepreneurs are the cornerstone of the American Enterprise System, the self renewing agents for our economic environment."

Although these statements provide eloquent support for the importance of entrepreneurship, they do not present specific illustrations of the contribution entrepreneurship makes to the economy and society. However, statistical evidence from a variety of sources (Christy and Jones 1982; Kent, Sexton, and Vesper 1982; Naisbitt 1982; The State of Small Business 1983) suggests that small business/entrepreneurship is important because:

- Most businesses in the United States are considered to be small businesses (approximately 95%)
- New business ventures are being formed at a rapid rate (approximately 600,000 per year)
- Small businesses generate almost half of the sales produced by all firms in the United States (approximately 45%)
- Small businesses employ almost half of the workers in all American firms (approximately 48%)
- The development of new ventures and the expansion of existing small businesses have accounted for the majority of new jobs added to the economy in recent years (approximately 60%)
- Small businesses have been responsible for the development of many innovative products and processes (approximately 2.5 times as many innovations as large firms)

The importance of small business/entrepreneurship to the economy and society is unquestionable. Small businesses are responsible for providing a substantial number of the products, services, and jobs necessary for economic growth. Small businesses are responsible for producing many of the innovations that have altered the structure and functioning of society. As the American economy continues toward an emphasis on services, the role and importance of small business/entrepreneurship should increase because small

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businesses are especially dominant in the service sector of the economy. It is natural to assume that it is important to preserve and foster the continuing success of small business in America.

WHAT IS THE ROLE OF EDUCATION IN ENTREPRENEURSHIP?

Education can play at least three legitimate roles in the development of entrepreneurship. One role is as an advocate for entrepreneurship. Educators and trainers can ensure that students are presented with entrepreneurship options in their career choices. Students should be encouraged to investigate the possibility of starting new businesses or going to work for small businesses as they plan their educational programs. This encouragement should occur at all levels of the educational process, but appears to be especially critical at the secondary and postsecondary levels. Most vocational programs have been oriented toward preparing students as employees. Only in recent years has there been a substantial increase in the number of colleges and universities offering courses or programs in entrepreneurship/small business (Vesper 1982). More emphasis on the desirability and feasibility of entrepreneurial careers at all levels of education should lead to the establishment and success of an increased number of small business ventures.

The second role of educators/trainers is to ensure that students have the necessary business and technical skills to be successful in entrepreneurial careers. There is considerable evidence to support the fact that the failure rate of small business is very high and that many of these failures are due to poor management (The State of Small Business 1983). Larry Jones, President of the Coleman Company, Inc., has observed:

> To be successful in any business, big or small, the entrepreneurial spirit is essential. However, one's drive must be tempered by a working knowledge of sound management practices. A recent Dun and Bradstreet study shows that poor management accounts for the vast majority of failures of new businesses. Management, then, is the fiber which holds all successful businesses together, and is a subject of the most careful study. (Christy and Jones, 1982)

Management in an entrepreneurial venture includes knowledge and skills covering all business functional areas (marketing, accounting, finance, etc.) as well as the technology of the product/service being offered by the business (welding, computers, sporting goods, etc.). Although there is some disagreement as to how many of the ingredients of successful entrepreneurship can be taught and learned, there are many important mechanical components to developing and managing a small business (Timmons 1982). These mechanical components (designing an accounting system, performing cash flow analysis, developing a business plan, etc.) are learnable and should be emphasized by those educating entrepreneurs.

At some future time, researchers may agree upon the personal characteristics of successful entrepreneurs and what it is that motivates them to initiate new enterprises. As indicated by examples in Appendix G, information is available on these topics and they continue to generate a great deal of interest. Once a consensus has been reached, educators will have to address the problem of feasibility: i.e., can these personal characteristics be taught effectively in the classroom; can motivation occur; and if so, how? Until these questions have been more satisfactorily resolved than is presently the case, they cannot be seen as subjects of serious concern for program planners within the public vocational education system who must carefully justify the use of their resources. It would seem reasonable to encourage educators and others involved in entrepreneurship education and training to concentrate their efforts on ensuring that students understand the free enterprise system, are fully aware of the possibility/acceptability of entrepreneurship as a career option, and possess the basic business and technical skills they will need to form a solid foundation for advanced business/technical training. Students who show an interest in pursuing entrepreneurial careers could then be channeled into smaller programs which would address their specific developmental needs.

The third, and probably most important, role that vocational educators can play in the development of entrepreneurship is one of leadership at the national, state and local levels. It appears that entrepreneurship education has reached the proverbial crossroads (Sexton 1984). If it is to grow as an academic discipline with a somewhat consistent delivery system reaching all educational levels, some agency/institution must serve in the leadership role to address the issues of research, curriculum development and coordination, teacher training, and delivery systems. Vocational education has a long history of successful collaboration with government, community, and business/industry and can use this expertise and existing network to initiate collaborative efforts for the development, expansion and improvement of entrepreneurship education programs.

Successful entrepreneurship is a product of the existence of willing and able entrepreneurs, enterprise opportunities, and a healthy economic environment, as illustrated in Figure 1. This necessitates collaboration among the entities which comprise each of these areas. Political entities such as city council members, mayors, state legislators, and governors must introduce legislation and economic planning programs which enhance economic development in the private sector and which support entrepreneurship education in the public sector. Government agencies and the private sector must make venture capital available to promote the initiation and growth of businesses likely to succeed in that area. Education must prepare students to successfully own, manage, and work in those businesses. Economic development will result only if all of the factors for business success coexist, and education can play a key role in promoting entrepreneurial behavior and new enterprise development by opening the channels of communication with other agencies and institutions concerned with the development of entrepreneurs and enterprises.

It is only through the collaboration of the agencies and organizations involved in establishing a healthy economic development environment, developing entrepreneurs, and identifying and developing successful enterprises, that a community can promote and receive the benefits of economic development. The cast of characters available to collaborate in the support of entrepreneur and enterprise development includes the myriad of institutions, agencies, and organizations represented at the local, state, regional and national levels.

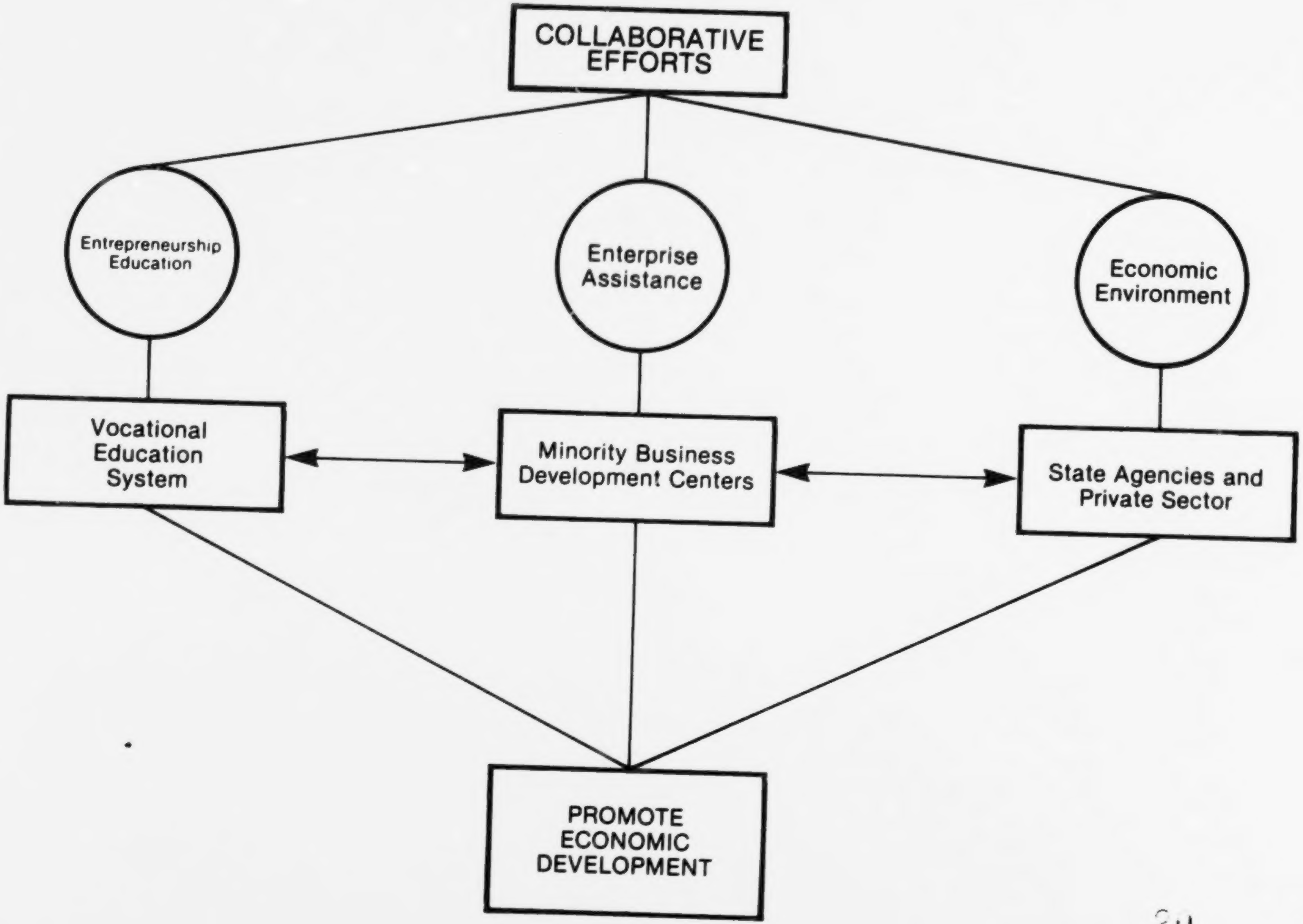
COLLABORATIVE EFFORTS
Entrepreneurship Education
Enterprise Assistance
Economic Environment
Vocational Education System
Minority Business Development Centers
State Agencies and Private Sector
PROMOTE ECONOMIC DEVELOPMENT

Figure 1

The following chapter contains a conceptual model for entrepreneurship education which illustrates its cooperative nature and presents five developmental stages required for individuals to become successful entrepreneurs. The Entrepreneurship and Enterprise Development Process is expanded in Chapter III to describe these five developmental stages, along with target groups, basic training objectives, educational/instructional strategies, and selected model programs. Chapter IV outlines some of the training needs of minority entrepreneurs. A general plan for evaluation of individual achievement and program results is included in Chapter V, and Chapter VI summarizes assistance programs for the Entrepreneurship and Enterprise Development Process. Additional information is located in the Appendices, including an annotated bibliography which lists current resource materials available on entrepreneurship and an annotated listing of assistance agencies.

CHAPTER II

ENTREPRENEURSHIP EDUCATION: WHERE DOES IT FIT?

Although there is not yet a universally accepted definition of the term "entrepreneur," considerable resources have been expended for curricula, instructional materials, and programs to encourage the development of entrepreneurs and enterprises. There is an obvious need for helping an educated citizenry to move toward and to keep pace with trends of the future. If entrepreneurship is to become an even more significant part of our future, it becomes imperative that the educational system devise a means whereby entrepreneurial awareness and skills can be taught as a part of a total educational program. Furthermore, students must be made aware that entrepreneurship is a viable alternative to seeking employment and working for someone else.

ENTREPRENEURSHIP EDUCATION MODEL

A conceptual model for entrepreneurship education was viewed as a primary basis for designing and completing the tasks associated with the project for "Promoting Economic Development Through Entrepreneurship Education and Training." The project staff believed that development of a conceptual model would in turn provide a framework for organizing, developing, and implementing various activities and tasks inherent in this particular project. In fact, it has become just that. The notebook and products of this project are all based on and directed toward the model described in this chapter.

In developing the Entrepreneurship Education Model, several general concepts were considered to be fundamental and overriding determinants of strategies for developing entrepreneurial businesses in the United States. Those concepts include the following:

- Society (including business, industry, government, and technology) is moving toward an entrepreneurship context
- A change process model must be employed as a strategy to encourage vocational education instructors to include entrepreneurship training as a major focus of their programs (a shift away from the basic tradition of preparing individuals to work for someone else)
- Development of favorable attitudes toward entrepreneurship, as well as creativeness and innovativeness, must be a focus of future training programs

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- The individual's personal development is linear. At the same time it is recognized that each individual's processes or steps vary and do not follow a lock-step approach
- Personal, technical, and managerial skills for entrepreneurial activities must be developed
- Education, business, industry, government, and the individual each has a key role to play in the development of the entrepreneur
- Development of programs, materials, and strategies must result from public/private collaborative efforts, planning, and participation

In further consideration of the model, historical data regarding entrepreneurial activity were studied. In addition, barriers to successful entrepreneurship establishment, particularly those affecting minorities, were identified. These efforts led to the conclusion that the single most important problem in entrepreneurship development is the lack of an integrated, coordinated, and systematic plan to mobilize all of the available resources and to focus efforts on the points of greatest potential payoff. The importance of collaboration and networking was clearly identified, and these needs were consistent with the design of our project. Vocational education has a history of seeking advice from business and industry. That advice, however, has generally been oriented toward technical skills needed by students to work for someone else. This advice-seeking role needs to be expanded to include the preparation of individuals to go to work for themselves. By developing a model that delineates who is to be served, what types of needs must be met at what time, and how those needs should be filled, a format involving public/private collaboration began to take shape.

The model presented on the next page (Figure 2) has five stages which are a part of the process whereby individuals become successful entrepreneurs. To achieve this outcome, individuals must develop an awareness (Stage One) of entrepreneurial career options in the free enterprise system together with an information base and basic literacy, currently a part of our educational system. The model depicts this as usually happening at the elementary age level and continuing through the secondary, postsecondary, and adult levels depending upon individual needs, motivation, interests, and other factors. On the left side of the model it is noted that the individual has the prime responsibility for this development, with educational institutions and agencies also playing a role (e.g., the public school system delivers the program for teaching reading, writing and arithmetic). Further exposure to entrepreneurial ideas often occurs at the middle, junior high, and early secondary levels, and continues throughout an individual's lifespan. Development of technical and business skills (Stage Two) most often begins at or about the secondary educational level. It is here that technical skill development, including specific occupational skills such as welding, computer programming and accounting, and entrepreneurial business skills, such as cash flow management and insurance needs, are initially developed through vocational education. On the left side of the model, we note that the individual still has the major responsibility for acquiring these competencies through programs and services offered by educational institutions. At the same time, business, industry, government, and trade and professional

Entrepreneurship Education model

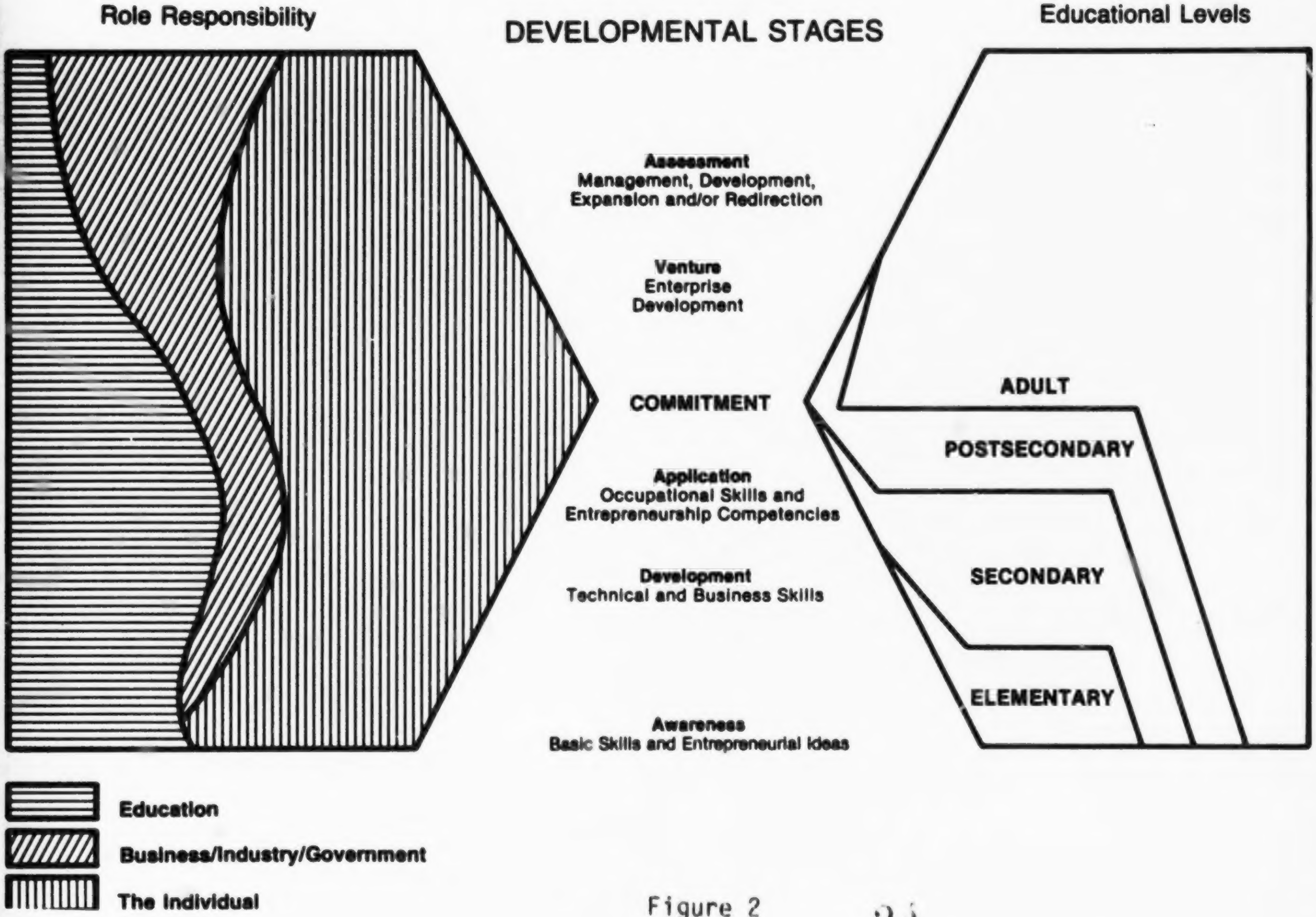
Role Responsibility
DEVELOPMENTAL STAGES
Educational Levels
Assessment
Management, Development, Expansion and/or Redirection
Venture
Enterprise Development
COMMITMENT
Application
Occupational Skills and Entrepreneurship Competencies
Development
Technical and Business Skills
Awareness
Basic Skills and Entrepreneurial Ideas
ADULT
POSTSECONDARY
SECONDARY
ELEMENTARY
Education
Business/Industry/Government
The Individual

Figure 2

organizations begin to play a bigger role. These agencies include voluntary programs such as the Service Corps of Retired Executives (SCORE), governmental assistance programs such as those provided through the Minority Business Development Agency, and informational programs provided through such organizations as the National Federation of Independent Business.

Practice, refinement, and application of skills (Stage Three) is that period during which the individual continues to develop business and technical skills, either under the supervision of an educational institution or on the job as an employee. This period may begin earlier for some individuals or extend longer for others who are less motivated or interested. Again, the individual has the prime responsibility to acquire these skills. It is during this period that individuals build toward committing a portion of their work lives to the occupational area in which they have been preparing. As with earlier stages, complementary support services and programs are provided by educational agencies, business, industry, government, and others.

Commitment is a critical event in the developing role of the individual. Commitment to an occupational area for earning a living retains at least two major options--working for someone else or becoming self-employed, an entrepreneur. In either case, commitment is essential and the model is designed to show commitment as a critical event in the entrepreneurial establishment process. The funnel or venturi effect depicts the important nature of the commitment decision and the accompanying acceleration of development occurring after that decision is made. The commitment to enter an entrepreneurial venture is solely the responsibility of the individual; but educational institutions, business, industry, government, and other agencies continue to provide information and support services.

Venture development (Stage Four) is the initiation of a business enterprise by the entrepreneur. The role of business, industry, and government is greatly expanded at this point. Assistance in developing a business plan, completing market analysis, planning for marketing strategies, and procuring financing are examples of services, resources, and consultive needs that can be met through the function of business, industry and government. Additionally, the venture stage represents a major testing ground of the base of information and technical skills developed through the vocational education system. A lack of adequate understanding regarding the requirements for business enterprise development and/or the lack of vocational skills for the services or products to be delivered will ultimately lead to only marginal success if not outright failure. However, there is a "margin of error" for those whose entrepreneurial and vocational skills are developed to a reasonable level. This "margin of error" allows for additional practice and refinement of existing skills and information together with the development of new ideas, skills, and information--a role filled by the educational system, service agencies, and other groups involved in the development of entrepreneurs and enterprises.

As the individual moves forward, assessment takes place (Stage Five). Further development and expansion of an entrepreneurial venture, or perhaps even redirection, may occur. Follow-up support is still needed from educational institutions and agencies as well as from business, industry, government, and other private sector agencies. However, after the venture begins operation and passes through some of the critical early stages, the role of public educational institutions and agencies begins to diminish in favor of the individual becoming more independent and working within the private sector.

KEY CONCEPTS

The proposed Entrepreneurship Education Model encompasses several key concepts that are emphasized here by way of summary. First, the public education system in the United States is the one institution in our country that is designed to serve people from the preschool years through postcareer retirement. Most other public agencies limit their programs, activities, and services to very specific audiences. Sometimes their parameters are determined by clients' socio-economic status, age, family status, employment status, or other relatively narrowly defined criteria; but the public educational system, whether it be elementary, secondary, postsecondary, or college and university, serves the total population spectrum. That would suggest that the educational system is the most viable delivery system to ensure coordination and articulation of entrepreneurship and economic development programs and strategies. Certainly, the public school system has the greatest potential for influencing learning in the affective and cognitive domains. In addition, teachers, curriculum content or focus, teaching/learning strategies, and student attitudes and motivation are all influenced through the educational system.

Secondly, educational institutions (secondary and area schools, technical institutes, community colleges and universities) are organized and charged with the responsibility of serving the needs of a community, region or state. Formally developed entrepreneurship education programs and extension programs aimed specifically at working professionals have a higher probability than perhaps any other facet of entrepreneurship education of resulting in the formation of new, desirable companies in the short term. Further, programs aimed at working professionals are particularly attractive since they dovetail individual, personal, and career goals and motivations with national policies.

Thirdly, governmental policies and actions encourage educational institutions to focus on displaced workers, who constitute perhaps the single most fertile ground for developing and encouraging the formation of enterprises.

Financial and funding requirements play a large role in the development of new enterprises. Since most of the available financial assistance comes from governmental agencies, through either direct assistance or tax policies, close collaboration among service deliverers is called for. Educational institutions, business and industry, and federal, state, and local agencies must collaborate to assure a well-choreographed delivery of the appropriate services needed by a potential entrepreneur at the right time or stage of development.

Viewing the entrepreneurial development process in terms of specific stages makes it possible to identify distinct needs and to develop integrative strategies for each stage in the process. This approach leads to comprehensive entrepreneurship training as specific training strategies and programs can be developed for each stage of the total entrepreneurial development process. It is then possible to direct efforts toward producing awareness of and interest in entrepreneurial careers at an early age and then providing the proper guidance, training, and education to ensure successful progression through each stage of the process. The model also leads to an integrated approach to entrepreneurship training by incorporating and coordinating the expertise of various organizations at the appropriate stage. For example, the model suggests that the regular education system should be the basic conduit for entrepreneurial training since most individuals have direct and continuous contact with it throughout their lives. Other sources of entrepreneurial assistance (government and private) are viewed as auxiliary and should be infused at the appropriate stage to supplement the regular education system. As an integrated approach, the model depicts entrepreneurial development beginning at an early age and potentially continuing throughout the productive life of the entrepreneur.

The following chapter outlines specific strategies for implementing entrepreneurship education programs at all educational levels and at each developmental stage in the Entrepreneurship Education Model. It includes examples of model programs which have successfully incorporated entrepreneurship training into existing educational programs as well as programs which have been successful as free-standing, self-contained units of entrepreneurship instruction.

CHAPTER III

ENTREPRENEURSHIP AND ENTERPRISE DEVELOPMENT PROCESS: HOW DO I DO IT?

The Entrepreneurship Education Model introduced in Chapter II (Figure 2) provides a framework for developing comprehensive and integrative approaches to entrepreneurship training. The framework divides the process of creating successful new ventures into several sequential stages and relates each to the typical progression of an individual through the regular educational system. The purpose of Chapter III is to provide a handbook-type approach for vocational educators to use as a basis for developing effective self-contained entrepreneurship training programs, as well as for infusing training into each existing program across the spectrum of vocational education service fields at the prevocational/elementary, vocational/secondary/postsecondary and adult levels.

IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION MODEL

The Entrepreneurship and Enterprise Development Process depicted in Figure 3 indicates the three stages related to the development of entrepreneurs and the two stages concerned with the development of enterprises. Thus, it is possible to identify distinct training needs and to develop educational and instructional strategies for each stage in the process. This approach leads to comprehensive entrepreneurship training since specific training strategies and programs can be developed for each stage of the total entrepreneurial development process. Efforts can be directed toward producing awareness of and interest in entrepreneurial careers at an early age and then providing the proper guidance, training, and education to ensure that individuals progress successfully through each stage of the process.

Viewing entrepreneurial development in this manner suggests important training implications. The long-run development of a continuous supply of successful entrepreneurial ventures requires the implementation and coordination of training beginning at the elementary level and continuing through the postsecondary/adult levels. In the short run, however, the development of effective training programs requires that the individual's current stage of entrepreneurial development be ascertained (COMMITMENT) and then specific instruction provided to assist the individual through the remaining stages in the process. For example, some individuals will possess the competencies and commitment to be entrepreneurs and will need assistance only in developing the enterprise. Other individuals at the same age level may have deficiencies in basic business and/or technical skills and should receive the training suggested for stages two or three before progressing to stage four.

ENTREPRENEURSHIP AND ENTERPRISE DEVELOPMENT PROCESS

IMPLEMENTATION MODEL

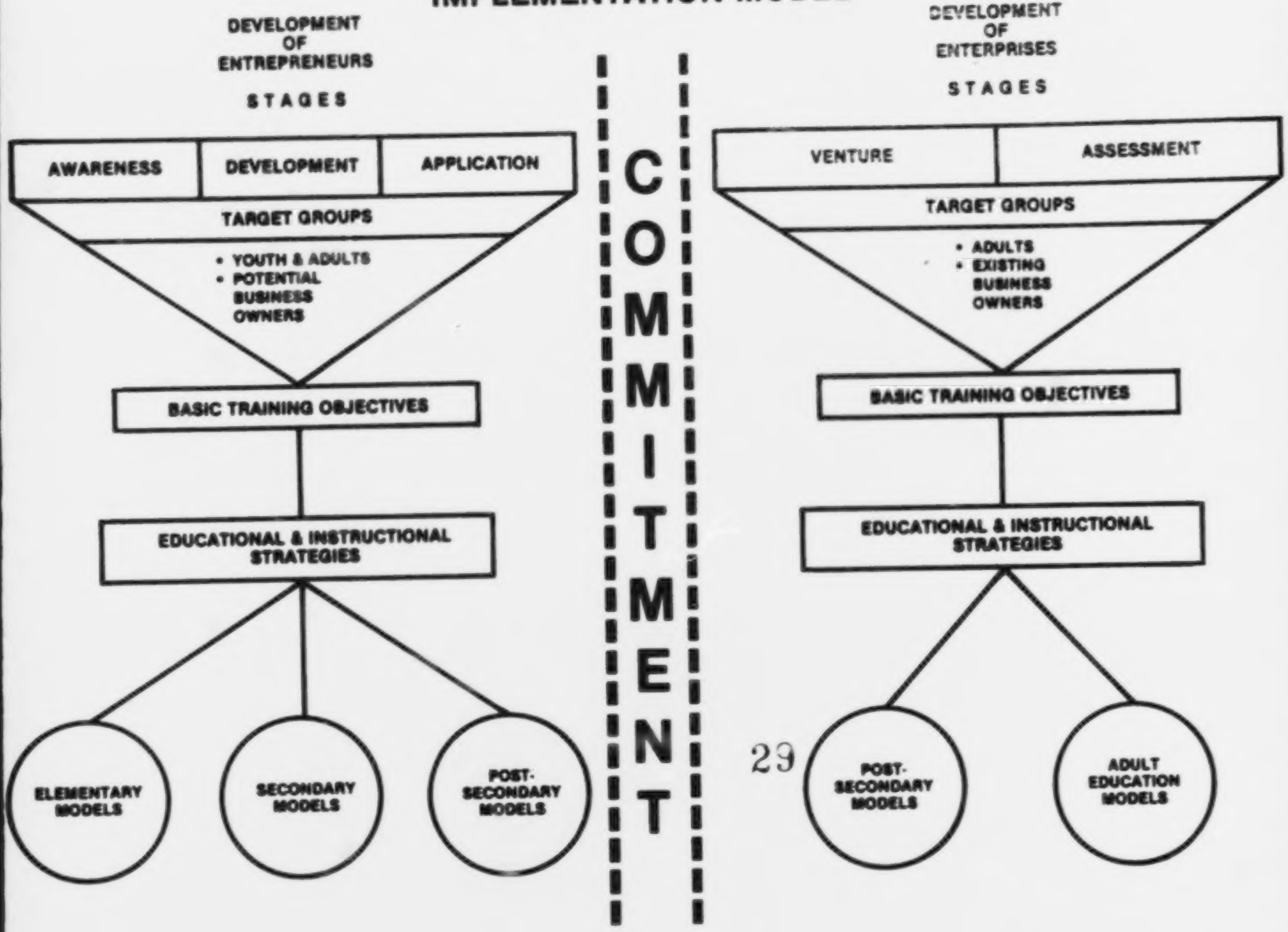
DEVELOPMENT OF ENTREPRENEURS
STAGES
AWARENESS
DEVELOPMENT
APPLICATION
TARGET GROUPS
• YOUTH & ADULTS
• POTENTIAL BUSINESS OWNERS
BASIC TRAINING OBJECTIVES
EDUCATIONAL & INSTRUCTIONAL STRATEGIES
ELEMENTARY MODELS
SECONDARY MODELS
POST-SECONDARY MODELS
COMMITMENT
DEVELOPMENT OF ENTERPRISES
STAGES
VENTURE
ASSESSMENT
TARGET GROUPS
• ADULTS
• EXISTING BUSINESS OWNERS
BASIC TRAINING OBJECTIVES
EDUCATIONAL & INSTRUCTIONAL STRATEGIES
POST-SECONDARY MODELS
ADULT EDUCATION MODELS

Figure 3

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Program planners and curriculum developers in vocational education systems need to identify basic target groups and establish major training objectives for entrepreneurship programs at each learning level in the educational system. Some alternative approaches for organizing entrepreneurship training strategies are suggested by Davis and Zelinko (1982) in their Guide for Program Planning. They point out the primary responsibility of vocational educators for extended entrepreneurship training as follows:

> ...to provide students with the wherewithal to earn a living as an employer or employee..... The first task is to identify the environment within the local setting that will best meet the needs of the students who are being served...There are a number of possible combinations that exist for entrepreneurship training at all school levels and in all settings where vocational, technical and adult education occur. Three examples are suggested as follows: as a separate program in high school; as a part of an existing occupational program; and as a part-time program for adults.

Target populations, instructional goals and delivery system options must be identified in order to design and implement effective entrepreneurship programs at the local level. The five essential steps in developing entrepreneurship training are designated by Davis and Zelinko (1982) as: (1) Assessing the Status of Your Situation; (2) Defining the Problem; (3) Selecting the Solution; (4) Implementing the Solution; and (5) Monitoring the Solution. Guidelines for each step are included in the excerpts from Davis and Zelinko's book (1982) in Appendix D, along with a partial list of instructional techniques which may be used in achieving entrepreneurial training objectives related to the developmental stages and to basic target groups.

A variety of educational instructional strategies may be used in achieving effective entrepreneurship training at each learning level. Many of these instructional techniques are illustrated in the model programs selected as examples at each educational level in the development of entrepreneurs and enterprises. The following criteria were used to identify model entrepreneurship programs:

1) Model represents one of the developmental stages, i.e., awareness, development, application, venture, and/or assessment

2) Model represents one of the learning levels, i.e., elementary, secondary, postsecondary, and/or adult

3) Model represents one of the types of vocational programs--i.e., agriculture, home economics, marketing and distribution, trade and industrial, technical, health occupations, business and office, and industrial arts--or is generic in nature and can be adapted to various programs

4) Model represents a creative, unique use of instructional strategies, techniques, or activities

A matrix of the selected model programs is shown in Figure 4, with an indication of the developmental stages and educational levels each program represents. Reference is made to the model program examples in the following discussion of training objectives and instructional strategies suggested for each stage in the development of entrepreneurs and enterprises. The 15 model programs selected as examples are described in more detail in Appendix B.

DEVELOPMENT OF ENTREPRENEURS

Stage One: Awareness

Target Group. The first objective in the entrepreneurial training process is to ensure that individuals possess an adequate information base of basic communication, mathematical and computer skills, and are exposed to entrepreneurial ideas. Typically, this knowledge and these skills would be provided by the regular educational system beginning at the elementary level and continuing through postsecondary programs. The basic target group for this type of training is youth, but individuals in other age groups may be deficient in some of these areas and require specialized training before pursuing entrepreneurial careers.

Training Objectives. Effective written and oral communication skills and sound foundations in basic mathematical and computer operations are important in most vocations and are critical to entrepreneurial success. Entrepreneurs must be able to communicate effectively with many different groups: customers, employees, bankers, government officials, community leaders, etc. The development and operation of a business is essentially a series of exchanges between two parties. Communication skills are required to successfully transact these exchanges, and mathematical and computer skills are necessary to evaluate potential exchanges and assess business performance. Some specific examples of the need for communication and mathematical skills in the development and management of a business enterprise are as follows:

- Oral and written communication skills are required to inform employees of the important policies, plans and procedures that affect the performance of their jobs
- Obtaining financing for a new venture typically requires written communication and mathematical skills to develop a business plan and oral communication skills to present this plan to potential investors and/or financial institutions
- Mathematical skills are required to read and evaluate financial statements, and computer skills can be used to develop forecasts and budgets in business planning
- Generating sales in the retail or industrial sector typically requires effective communication between the entrepreneur and potential customers

MODEL PROGRAMS FOR ENTREPRENEURSHIP EDUCATION AND TRAINING

DEVELOPMENTAL STAGES

DEVELOPMENTAL STAGES		EDUCATIONAL LEVELS PREVOCATIONAL/ELEMENTARY	 VO-TECH SECONDARY	 VO-TECH POSTSECONDARY	 ADULT
DEVELOPMENT OF ENTREPRENEURS	**AWARENESS:** Basic Skills and Entrepreneurial Ideas	Model 1 A Free Enterprise Elementary Career Education Project: Academic Skills Application (1980) Model 2 The Kinder Economy: A Case Study of Kindergarten Pupils' Acquisition of Economic Concepts (1977)	Model 3 Exploration of Entrepreneurship as a Career Option (1983) Model 4 Entrepreneurship and Black Youth (1980)	Model 5 Southeast Oklahoma Rural Entrepreneurship/Industry Program (1981)	Model 6 Entrepreneurship for Kids (1984) Model 7 Entrepreneurship Awareness and Training for Public School Teachers (1983)
	DEVELOPMENT: Technical and Business Skills		Model 8 Steps to Starting a Small Business (1981)	Model 5 Southeast Oklahoma Rural Entrepreneurship/Industry Program (1981)	
	APPLICATION: Occupational Skills and Entrepreneurship Competencies		Model 9 Entrepreneurship Preparation for Vocational Education Programs (1978) Model 10 Junior Achievement (1919)	Model 5 Southeast Oklahoma Rural Entrepreneurship/Industry Program (1981)	
			COMMITMENT		
DEVELOPMENT OF ENTERPRISES	**VENTURE:** Enterprise Development			Model 12 Small Business College (1980)	Model 11 The Hawaii Entrepreneurship Training and Development Institute (1977)
	ASSESSMENT: Management, Development, Expansion and/or Redirection			Model 13 Small Business Management: Vocational Programs (1980)	Model 14 Educational Assistance Programs for Retail Entrepreneurs (1983) Model 15 Minnesota Entrepreneur's Club (1983)

* Each Model Program is described in more detail in Appendix B.

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Figure 4

Shapero and Sokol (1982) argue that two factors related to the company formation decision are the individual's perceptions of a) the desirability and b) the feasibility of an entrepreneurial career. These perceptions are largely determined by the cultural background and social situation of the individual. When cultural and social influences place a high value on entrepreneurial activity, it is more likely that the individual will perceive entrepreneurship as desirable and feasible and seriously consider the formation of a new venture.

This suggests that one important factor in increasing the entrepreneurial development of minority groups is to increase minority members' perceptions of the desirability and feasibility of entrepreneurial careers. The first step in developing these perceptions is the generation of awareness of and interest in entrepreneurship at an early age. Minority and other potential entrepreneurs need to believe that forming entrepreneurial ventures is highly valued in their cultural/social system and that it is possible for them to overcome any barriers to venture formation. Youth as potential entrepreneurs should be made aware of appropriate educational tracks so that they can plan programs of preparation for entrepreneurial careers.

Educational/Instructional Strategies. Vocational education leaders and program planners should identify the environment within the school system that will meet the needs of the individuals to be served. K-12 and postsecondary/adult education programs should be examined for current activities relating to entrepreneurial awareness. Particular attention should be given to the importance of basic skills and exposure to the entrepreneurial concept for local minority groups. The potential for infusing entrepreneurship training should be considered by vocational educators, school administrators and staff, citizen groups, and other assistance agencies such as MBDCs, SBA, and SCORE.

1. Prevocational/Elementary Level: Elementary students are forming values and attitudes which influence career choices. An emphasis on economic and career education has already been incorporated into the K-12 curriculum in many public schools. Exposure to the entrepreneurial role in the American economy, the free enterprise system, and opportunities for entrepreneurship as a career goal should be introduced in the elementary grades. The development of programs such as the "Kinder-Economy" and the "Mini-Society" referred to by Kent (Materials for Entrepreneurship Education 1981) affords an opportunity for the inclusion of the entrepreneurial role in the free enterprise system.

Delivery System Alternatives:

- Create opportunities for elementary students to relate to role models who are successful entrepreneurs, including representatives from minority groups in the community. Kent (Materials for Entrepreneurship Education 1981) notes that entrepreneurs often are not accorded the same status as athletes, politicians, military heroes, and professionals in the community or in literature used at elementary and junior high levels

- Adapt the "Mini-Society" approach referred to by Kent (Materials for Entrepreneurship Education 1981) to help elementary and junior high school students set up a functioning community with political structure as well as business firms and financial institutions which provide examples of the entrepreneurial roles of both minority and nonminority leaders in the local area

Examples of Model Programs:

- The Free Enterprise Elementary Career Education Project*(Model 1) represents an attempt to help elementary students learn more about our economic system and various jobs involved in the operation of the system. Students see how to apply skills learned in academic classes to practical situations and also learn job skills

- The Kinder-Economy Program (Model 2) is a teacher-guided program which introduces basic economic concept activities. The experimental program is based on the belief that young children can identify and comprehend economic concepts and apply them to real situations using their own laws. Nine decision-making and analytical concepts are explored

2. Vocational/Secondary Level: High school students are viewing career opportunities and can compare the roles of employers and employees. Awareness of entrepreneurship as a vital ingredient of the free enterprise system and expansion of basic entrepreneurial skills can be a part of the existing vocational-technical education curricula at the secondary level. Students at this level may be potential entrepreneurs and should have an opportunity to understand the complexity and the pitfalls, as well as the possible rewards, of small business ownership. The role of small business in the community should be stressed as a factor in nurturing entrepreneurship and in generating jobs and technological advancement in the private sector.

Delivery System Alternatives:

- Incorporate an entrepreneurial concept and career opportunities unit into an existing occupational program as an extension of economic and career education. School stores and other sales projects in many vocational programs form an ideal base for encouraging the entrepreneurial spirit among high school students

- Initiate a special entrepreneurial opportunities course as a marketing and distributive education elective for students who may want to stay in rural areas with limited employment opportunities, specifically minority students who have gained basic occupational skills

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* Detailed descriptions of all model training programs are located in Appendix B.

- Plan a series of entrepreneurship speaker seminars in order to accelerate the exposure of high school students to a variety of successful entrepreneurs representing minority and nonminority groups in the community. An entrepreneurial advisory group could be established to facilitate the selection of speakers and to plan field trips to small businesses owned by representatives of local minority groups

Examples of Model Programs:

- Exploration of Entrepreneurship as a Career Option (Model 3), planned at the high school level, aids students in exploring entrepreneurship opportunities through ongoing vocational education programs. Entrepreneurial concepts are infused into the curriculum through photography, food service, horticulture, and auto mechanics classes. One hour per day of a regular three-hour period is devoted for six weeks to outside speakers representing both single-owner and larger businesses and to learning activities which encourage students to look at business ownership as a career option
- Entrepreneurship and Black Youth (Model 4) is offered at the secondary level to acquaint students with the idea of entrepreneurship, and motivates students towards entrepreneurship as a career goal. Students are exposed to successful Black role models

3. Postsecondary/Adult Levels: Adult education programs are viable avenues for creating awareness of entrepreneurial opportunities in the free enterprise system. Attention should be focused on adults who are unemployed and on those who are employed part-time or full-time and may wish to upgrade their skills and become self-employed. Awareness of opportunities to become employers rather than employees should be one of the aims of adult education programs.

Delivery System Alternatives:

- Schedule seminars on entrepreneurship opportunities at local employment centers such as shopping malls. Cosponsor seminars with groups interested in encouraging entrepreneurial careers, such as MBDCs, SBA, and SCORE. Individuals who are currently managing small businesses and are interested in owning their own businesses comprise a good participant group
- Schedule seminars for adults at various times during the day or evening on specific topics relating to entrepreneurial opportunities. Leaders of organizations of small business owners, especially minority entrepreneurs, should be invited, along with a variety of other successful entrepreneurs in the community. Many individuals need role models to challenge them to consider becoming employers rather than employees

Examples of Model Programs:

- The Southeast Oklahoma Rural Entrepreneurship/Industry Program (Model 5) includes an exploration unit in Phase 1 which focuses on free enterprise and entrepreneurship--discovering the world of small enterprise, examining entrepreneurship as a career, and finding new enterprise ideas
- Entrepreneurship for Kids (Model 6) is an inservice program designed to make teachers aware of the importance of small business and entrepreneurship in our economy. Information, resources and learning activities are provided to help K-12 students consider and evaluate the career goal of owning their own businesses
- The Teacher Practicum - Entrepreneurship Awareness and Training for Public School Teachers (Model 7) provides elementary and secondary public school teachers with opportunities to update their knowledge of entrepreneurship. The program involves two weeks of classroom activity at the University of Texas and four additional weeks of observation at sponsoring businesses

Stage Two: Development

Target Group. The second stage in the entrepreneurial training process involves the development of the required technical and business skills. Technical skills involve the occupational area of the proposed venture (welding, engineering, etc.). Business skills include general management procedures as well as specific skills in each of the major business functional areas (marketing, finance, accounting, etc.). The major target group for this type of training is potential business owners who can generally be reached at the secondary and postsecondary educational levels.

Training Objectives. Since most new business ventures start with very few employees, the entrepreneur typically must perform most of the business and technical activities required in the operation of the venture. This means that the entrepreneur must have skills in a variety of areas included in Table 1.

Although an entrepreneur may have employees who specialize in some of these areas or may purchase certain specialized services (e.g., accounting and law), a broad knowledge of technical and business skills is necessary to effectively manage a new venture. The entrepreneur is responsible for the performance of the business and must either personally perform the required business and technical activities or be able to evaluate how well the activities have been performed by others.

Educational/Instructional Strategies. Vocational education leaders and program planners should assess the availability of technical and business skills in existing curricula at the secondary and postsecondary/adult levels. In settings where vocational and technical education occurs, it may be necessary to refocus technical and business skill courses toward entrepreneurial competency requirements which address student needs as potential employers rather than employees.

TABLE 1 - EXAMPLES OF ENTREPRENEURIAL SKILLS AREAS

Technical Skills

- How to operate the latest technology in a business area
- How to perform all activities related to presenting products/services to consumers
- How to evaluate the quality of products/services produced

General Management

- How to develop a strategic plan
- How to implement the strategic plan
- How to evaluate and control the strategic plan

Marketing

- How to analyze the potential of markets
- How to develop sales forecasts
- How to determine the appropriate prices for products/services
- How to promote the business

Finance

- How to calculate the expected rate of return on potential investments
- How to perform financial ratio analysis
- How to determine capital needs

Risk Management

- How to identify growing risk exposures in business
- How to measure, analyze, and manage risk factors
- How to purchase commercial insurance against risk
- How to manage and finance self-insurance/reinsurance aspects

Accounting

- How to prepare and interpret income statements
- How to prepare and interpret balance sheets
- How to perform cash flow analysis

1. Vocational/Secondary Level: High school youth are developing technical and business skills in existing occupational programs. Several approaches to entrepreneurship training should be considered in settings where vocational and technical programs exist.

Delivery System Alternatives:

- Existing occupational programs could be utilized to provide opportunities for the development of entrepreneurial skills:
  - Instructional content could be part of a capstone program available either concurrent with, or after, occupational training. Students would be involved for several class periods each week throughout the year
  - Instructional content could be included as a part of every occupational program to provide students with creative experiences and knowledge related to opening small businesses
- Separate programs could be designed to focus on entrepreneurship skills for advanced secondary students:
  - Team-teaching situations with students rotating among technical and business skill courses could be utilized
  - A senior seminar could be offered to emphasize entrepreneurial skills gained in technical and business courses

Examples of Model Programs:

- The Steps to Starting a Small Business Program (Model 8) was developed by the Business Education Council in the Department of Public Instruction for the Madison City Schools in Wisconsin. The free-standing program structure provides for a daily one-semester course for eleventh and twelfth-grade students. Business Education Council members assist in teaching the in-school and outside activities

2. Postsecondary/Adult Levels: Adults who are opening small businesses, or who own existing businesses, may need to develop/improve their business and technical skills. Individuals who are employed full-time may wish to upgrade their skills. Davis and Zelinko (1982) suggest several options that could be made available as part-time programs for adults, as illustrated in the following delivery system alternatives.

Delivery System Alternatives:

- Seminars offered at various times during the day or evening on specific topics related to entrepreneurial skills, i.e., management procedures, bookkeeping, marketing, and technical skills in occupational areas of the business venture can be scheduled
- Individualized, self-paced modules can be completed at home with assistance and evaluation by a school facilitator

Examples of Model Programs:

- The Southeast Oklahoma Rural Entrepreneurship/Industry Program (Model 5) is a five-year pilot project and provides a basic skills program in three area vocational/technical schools for youth and other individuals who have dropped out of school or who have a pattern of severe unemployment/underemployment. The format for the program is the open-entry/open-exit system in which students start at different times, are self-paced, and exit independently as competency objectives are completed

Stage Three: Application

Target Group. The third stage in the entrepreneurial training process is focused on the practice and refinement of technical and business skills. On-the-job experience appears to be an important component in the development of successful entrepreneurs. It provides the potential business owner with the opportunity to "practice" the business before actually starting the venture and may lead to the generation of ideas for developing new business concepts. The target groups at this stage in the entrepreneurial process are youth and adults who want to establish their own businesses. Advanced secondary and postsecondary programs should provide opportunities to reach these two target groups.

Training Objectives. Business experience is extremely important for at least two reasons. First, it provides the entrepreneur with the opportunity to apply, practice and refine the skills learned during educational training. This experience appears to be critical since lack of adequate business experience is often cited as a major cause of small business failure (Tate, Megginsons, Scott, and Trueblood 1978). Secondly, Cooper (1971) has presented evidence which suggests that experience in a specific business may act as an "incubator" for the development of ideas that lead to the creation of new ventures. Thus, working in a specific business seems to provide the opportunity for the potential entrepreneur to identify new and better ways to produce and/or market specific goods/services.

Educational/Instructional Strategies. Vocational education leaders and program planners should be aware of the need for practice and refinement of technical and business skills. This vital stage is an integral part of the development of entrepreneurs and should be considered an outgrowth of early developmental stages one and two. The potential for infusing application and refinement of entrepreneurial skills for youth and adults interested in business ownership should be considered by vocational leaders, school administrators and staff, citizen groups, and other assistance agencies such as MBDCs, SBA, and SCORE.

Secondary/Postsecondary/Adult Levels: Mature students and adults interested in becoming entrepreneurs may need highly individualized educational and assistance programs in order to achieve realistic business experiences relative to their potential for entrepreneurial success, and to insure their ability to apply the technical and business skills requisite to the implementation of new ventures.

Delivery System Alternatives:

- ° Existing occupational programs could be utilized to provide opportunities for application and refinement of entrepreneurial skills:
  - Individualized, self-paced modules could be available in learning resource centers for students interested in specific entrepreneurial career areas
  - Work experience opportunities and field-study experiences could be planned to help students apply entrepreneurial skills in real situations
- ° A separate program in entrepreneurship training could be taught as a marketing and distribution elective for high school students who have gained technical skills in a craft or trade by experience or training outside the traditional school curriculum; for example, students who grew up in family-owned business settings or students who have completed vocational and technical training but have not completed high school, i.e., trained typists, plumbers, carpenters, and chefs
  - A team-teaching situation with students rotating among minicourses in marketing and business finance focused on application and refinement of entrepreneurial skills is a useful technique
  - A semester-length minicourse offered as a senior seminar could emphasize application and refinement of entrepreneurial skills
- ° Seminars can be cosponsored by groups interested in supporting small business in the community (i.e., MBDCs, SBA, SCORE, and Chambers of Commerce) and can be focused on problem-solving skills and application in specific entrepreneurial ventures

- Counseling seminars in postsecondary/adult programs should provide personal assessment guides based on entrepreneurial competency areas for adults interested in entrepreneurial ventures

- Assistance programs such as MBDCs and SBA should provide opportunities for screening potential entrepreneurs to determine the personal assessment and the commitment levels of adults seeking help in planning and implementing new business ventures

Examples of Model Programs:

- Entrepreneurship Preparation for Vocational Education Program (Model 9) includes assistance for students starting their own businesses. The program is in twenty-two comprehensive high schools in Montgomery County, Maryland. The entrepreneurial unit was infused into the existing vocational programs in the areas of marketing, distribution, and industrial education. Competency-based materials are used along with some self-development modifications

- Junior Achievement (Model 10) is a national program which provides students the opportunity to initiate business ventures, experience the decision-making responsibilities of stockholders and boards of directors, and acquire practical, realistic education concerning the private enterprise system

- At the postsecondary/adult level, the Southeast Rural Oklahoma Entrepreneurship/Industry Program (Model 5) provides an application of entrepreneurial skills in the incubator stage for students starting their own businesses. Assistance in assessment and commitment is included in the five-year pilot project directed by the Oklahoma State Department of Vocational-Technical Education

- The Hawaii Entrepreneurship Training and Development Institute (Model 11), established by a private business community, has a training workshop format. The recruitment and selection of participants is based on intensive assessment and commitment procedures

COMMITMENT: Personal Assessment of Entrepreneurial Skills

This critical event in the entrepreneurial development process is an evaluation period to determine the training needs of an individual. It represents a decision point in the process and is typically encountered at the postsecondary/adult level prior to the actual start-up of a business venture.

The basic question to be answered for this period is: Does the individual possess the competencies and commitment to be a successful entrepreneur? If the answer is yes, training should be directed toward developing the entrepreneurial venture as described in stages four and five. If the answer is no, training should be directed toward remaining basic technical or business skill deficiencies as discussed in stages two and three.

Vocational education leaders and program planners should be aware of the need for personal assessment and commitment on the part of youth or adults who are potential entrepreneurs. This critical event is an integral part of the development of entrepreneurs; however, it should be considered an outgrowth of early developmental stages two and three and/or a starting point for stages four and five. Vocational educators, school administrators and staff, citizen groups, and assistance agencies such as MBDCs, SBA, and SCORE should consider avenues which can be utilized to ensure that assistance is provided for youth and adults during the personal assessment and commitment period before going on with entrepreneurial training programs at Stage Four: Venture, and Stage Five: Assessment.

DEVELOPMENT OF ENTERPRISES

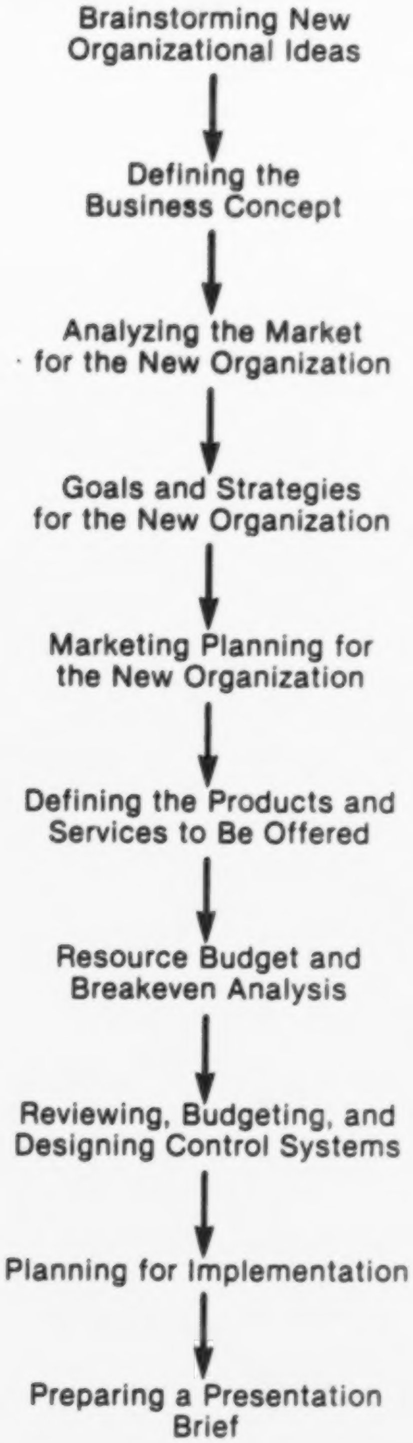
Stage Four: Venture

Target Group. The fourth stage in the entrepreneurial training process provides the knowledge necessary to develop and implement a new venture plan. This type of training should be directed toward those who are committed to establishing new businesses and can be provided as part of a course at the postsecondary level or outside the regular educational system.

Training Objectives. Developing and implementing a new venture plan is a time-consuming process that requires potential entrepreneurs to use their technical and business skills to create and manage the venture on paper. Table 2 illustrates one way to look at this process. (Appendix F gives a more personalized and detailed implementation process.) The common elements in most implementation approaches are: a) the need to assess the feasibility of the new venture from both a marketing and a financial perspective, and b) the need to plan and evaluate all management aspects of the venture prior to implementation.

The critical training objectives are to make sure that potential entrepreneurs know what to do and how to perform the necessary activities. Previous technical and business skill training and experience should ensure that the potential entrepreneur possesses the various skills to perform the desired analysis. Training should emphasize the organizational sequence of a feasibility study and new venture plan as well as how to schedule the various activities for successful implementation of the new venture plan.

PLANNING AN ENTREPRENEURIAL VENTURE


Brainstorming New Organizational Ideas
Defining the Business Concept
Analyzing the Market for the New Organization
Goals and Strategies for the New Organization
Marketing Planning for the New Organization
Defining the Products and Services to Be Offered
Resource Budget and Breakeven Analysis
Reviewing, Budgeting, and Designing Control Systems
Planning for Implementation
Preparing a Presentation Brief

Source: Gillingham and Loucks (1982)

TABLE 2

Educational/Instructional Strategies. Vocational educators and program planners need to identify the opportunities or lack of opportunities for adults to obtain educational assistance in the actual planning and implementation stages of new ventures. The knowledge necessary to plan and implement a new business venture is essential for successful entrepreneurship. Youth and adults who may be working part-time or full-time and who are interested in and/or committed to becoming entrepreneurs need educational assistance at the postsecondary and adult educational levels. Vocational educators, citizen groups, and assistance agencies should coordinate joint efforts to provide educational assistance in planning and implementing business ventures for youth and adults who are committed to entrepreneurial careers. Particular attention should be paid to potential entrepreneurs in local minority groups.

Postsecondary/Adult Levels: Part-time vocational programs and local assistance programs, such as those provided by MBDCs, SBA, and SCORE, provide valuable help to advanced secondary students and adults who want to start their own businesses. Personal assessment and commitment are vital steps prior to the actual planning and implementation stage in entrepreneurial development.

Delivery System Alternatives:

- A special course or series of units could be planned involving potential entrepreneurs in the actual step-by-step procedures necessary to develop and implement new venture plans
- A team-teaching situation with students rotating among minicourses in the marketing, management, and business finance aspects of the development of new venture plans is another strategy
- Seminars could be offered at various times during the day and evening on special topics involved in planning and starting a business. Local, state and federal agencies, i.e., MBDCs, SBA, SCORE, and Chambers of Commerce, could cosponsor such seminars
- Learning materials of an individualized, self-paced nature could be utilized by a school facilitator to assist adults in the planning stage of a new venture
- Full-time classes for six to twelve weeks could be scheduled in adult vocational programs, or three-hour blocks for twelve to twenty-four weeks could be arranged for adults already employed. Classes and seminars of this type could be offered in major employment centers, such as shopping malls and trade centers

Examples of Model Programs:

- The Small Business College (Model 12) is designed to serve the needs of the community and give small business owners assistance in improving business skills, profits and growth. The emphasis is on an experiential approach

- The Southeast Area Rural Oklahoma Entrepreneurship/Industry Program (Model 5) includes an advanced incubator stage which assists adults in the planning and implementation of new business ventures. A follow-up consulting phase provides technical assistance for six months to one year. Fledgling companies will leave the incubator as private enterprises

- The Hawaii Entrepreneurship Training and Development Institute (Model 11) demonstrates an intensive workshop training program for adults. The format provides evening and Saturday sessions for a two-three month period. The "how-to" and "hands-on" approach incorporates the development of a business plan (surrogate for equity and capital litmus tests). A seven-month, follow-up consulting period is included in the program

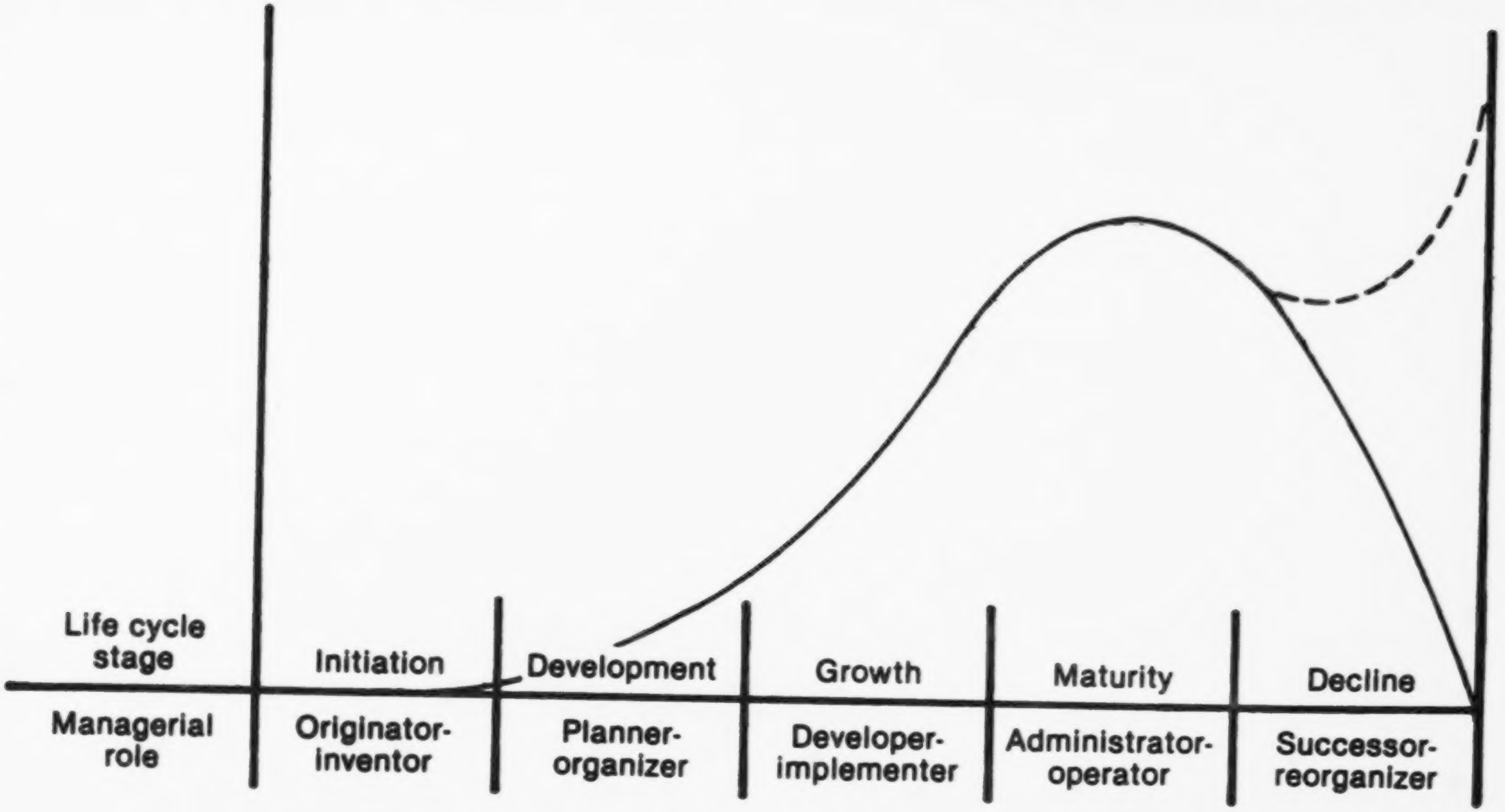
Stage Five: Assessment

Target Group. The fifth stage in the entrepreneurial training process provides existing business owners with the business and technical skills to properly develop the venture after its inception. Training for these skills can occur during formal courses in postsecondary educational institutions, adult vocational education programs, or it can be provided by other sources outside the regular educational system.

Training Objectives. The appropriate management activities and required management skills are different as a new venture proceeds through its life cycle. This process is illustrated in Figure 5. Entrepreneurial activities predominate during the conception and initiation of the new venture. The entrepreneur is typically engaged in all business activities. Because there are few employees and little specialization of functions, most of the entrepreneur's energy is directed toward the day-to-day activities of producing and selling the product/service. There is usually little time for planning and other long-range considerations. Many firms do not develop much beyond this point and either fail or maintain a marginal existence.

Other firms begin to grow, and this growth places different demands on the entrepreneur. Profitable growth requires careful planning and organization. New employees must be hired, trained and supervised. Production, marketing and financial resources must be obtained and efficiently used. Proper management of cash flow is critical for the survival of the firm through this growth period. The entrepreneur can no longer be involved in all day-to-day activities and must begin to delegate responsibility and perform more long-range management functions.

MANAGEMENT ACTIVITIES AND THE BUSINESS LIFE CYCLE


Life cycle stage
Initiation
Development
Growth
Maturity
Decline
Managerial role
Originator-inventor
Planner-organizer
Developer-implementer
Administrator-operator
Successor-reorganizer

Managerial roles related to the life cycle of the firm.

SOURCE: Hollingsworth, A. Thomas and Herbert W. Hand (1979), *A Guide to Small Business Management*, Philadelphia, Pennsylvania: W. B. Sanders Co., pp. 20.

Figure 5

As a firm develops through growth to maturity, management activities closely resemble those in a bureaucratic large firm rather than those associated with the initial new venture. The entrepreneur becomes more divorced from the tactical aspects of the business and becomes more of an administrator concerned with developing policies, plans and procedures to guide the continued development of the firm.

Although a firm may remain in the maturity stage for a considerable length of time, some firms may reach a point of saturation and begin to decline. In response to this, the entrepreneur may want to find a successor for his/her role, sell the business, or possibly even "go public" to generate the capital necessary to reverse the decline. The knowledge and skills required to determine the proper course of action and to carry it out effectively are considerably different from those necessary in the other stages of the business life cycle.

Even though all firms do not proceed through all stages, and each stage is not the same length or easily identified, the business life cycle is a useful way to illustrate how a firm might develop over time and how management activities are likely to change with this development. The important training implications are that entrepreneurs need to have knowledge of the business life cycle, and the skills to adapt their management to the different needs of developing firms.

Educational/Instructional Strategies. Vocational leaders and assistance agencies and institutions in the community should examine the availability of aid for small business owners during the development and growth period of new ventures. Entrepreneurs need support and expertise to succeed in new ventures. Particular attention should be given to the entrepreneurial assistance needs of minority groups through the joint efforts of vocational educators, citizen groups, and assistance agencies in the community such as MBDCs, SBA, and SCORE.

Postsecondary/Adult Levels: Adult education programs could serve the entrepreneurial population in the community by providing a networking center to ensure the joint efforts of the available resources of both public and private groups.

Delivery System Alternatives:

° Local alumni who have succeeded as entrepreneurs in various business ventures could be involved in Entrepreneurship Career Advisory Groups which are called into action as experts when needed by individuals or groups in the community

- Assistance programs such as those provided by MBDCs, SBA, and SCORE, can provide valuable support for vocational programs at the postsecondary/adult levels
- Faculty in community colleges, junior colleges and nearby universities are valuable resources for entrepreneurs with special problem situations
- Formal courses and seminars could be developed in postsecondary/ adult programs to provide business owners with the advanced business and technical skills needed to expand or redirect ventures
- Updated information can be disseminated informally by entrepreneurial consultants, adult programs, and private institutions. Newsletters published by vocational programs could keep alumni updated
- Bankers and other financial assistance groups can cosponsor update seminars in areas which involve additional technology in order for entrepreneurs to obtain the financing necessary for the growth of ventures
- Successful entrepreneurs can be solicited by vocational educators to provide expertise and advisement for new ventures in a cycling kind of involvement on both a formal and an informal basis

Examples of Model Programs:

- Small Business Management (Model 13) provides opportunities for business owners to upgrade small business skills with an emphasis on financial analysis and record keeping. The program helps businessmen to retain present employee jobs and to hire additional employees
- The Educational Assistance Program for Retail Entrepreneurs (Model 14) developed at Oklahoma State University through the Center for Apparel Marketing and Merchandising is facilitated by the University Extension Service. The format consists of a workshop which presents examples and miniproblems to encourage individual involvement by retail participants. The content of the workshops focuses on the improvement of inventory, management, the development of seasonal merchandise plans, and promotional strategies for increasing sales and profits
- Minnesota Entrepreneurs Club (Model 15) is a program established to provide a forum for fellow entrepreneurs to share ideas and experiences. Opportunities are available for entrepreneurs to learn from consultants, professionals, and business experts about business management

KEY CONCEPTS

The training needs and suggested instructional strategies for each stage of the Entrepreneurship and Enterprise Development Process have been discussed in detail in this chapter along with selected model programs. The key concepts are summarized in the following statements.

First, three basic target groups are the focus of the Entrepreneurship and Enterprise Development Process: youth regularly enrolled in the public education system, potential business owners regularly enrolled in the public education system and/or employed in the work force, and existing business owners striving to develop or expand successful enterprises.

Secondly, basic training needs must be identified at each educational level in relation to the three stages associated with the development of the entrepreneur and the two stages focused on the development of the enterprise. Personal assessment and commitment is a critical period in the continuation of the Entrepreneurship and Enterprise Development Process.

Thirdly, educational/instructional strategies must be directed toward the infusion of entrepreneurship programs into existing prevocational (elementary) and vocational programs at the secondary, postsecondary, and adult levels. In addition, efforts must be made to introduce separate programs at each educational level in order to focus on the unmet needs of local target groups.

Fourthly, successful implementation of entrepreneurial training programs necessitates concentrated efforts at each stage of the development process in order to identify potential entrepreneurs at an early age and to assist them in the creation and development of successful enterprises.

Finally, a variety of different types of training and assistance programs are required for the continuous development of successful entrepreneurs. The regular education system is in a position to provide much of the education and training. However, other training sources and assistance programs are needed to supplement and assist the educational system and to reach individuals not engaged in formal education programs.

Additional information about the model programs is provided in Appendix B. Other resource materials pertaining to entrepreneurship education are included in the annotated bibliography located in Appendix A. A bibliography matrix is provided to facilitate the review of resource materials available for each stage of entrepreneurship education; the coding system enables the reader to identify the vocational education field of service to which the material applies as well as the suitability of the material for technical business application. The succeeding chapters deal with the training needs of minority entrepreneurs, the assessment of entrepreneurship programs, and existing assistance agencies of various types.

CHAPTER IV

MINORITY ENTREPRENEURS: DO THEY HAVE SPECIAL TRAINING NEEDS?

Traditionally, minority business has been stereotyped in such a way that historical prejudices and limitations on minority participation in small business ownership have been perpetuated. Although much progress has been made over the last two decades, the Minority Business Development Agency (MBDA) Research Division (1982, 1984) indicates that minority business enterprises remain greatly underrepresented in the American business population. The participation rate of minority business as a whole is only one-fifth that of nonminority business, although the statistics vary substantially between different minority groups. There are approximately 63 firms per 1,000 nonminority persons as compared to 9 for Blacks, 20 for Hispanics and 29 for Asians. The vast majority of these firms are truly small businesses, many of them employing fewer than five people. New research indicates that minority businesses do not have the overwhelming failure rate they were once purported to have and may indeed experience as few as 4% more failures than nonminority firms. It would seem, then, that the critical issue facing minority small business continues to be the low formation rate.

In 1982, the Minority Business Development Agency began a research effort to determine why minorities participate less in business ownership and their findings to date have interesting implications for education. The purpose of this chapter is to translate those findings into training needs and strategies for minorities that may have a positive impact on their business formation rate and subsequent success.

It is important to stress that the basic training needs are the same for all potential entrepreneurs and vary as individual needs, experience, motivation and interest vary. Minorities do not have unusual or special training needs as individuals and are not deficient or unique in terms of their personal abilities. What minorities require is the opportunity to overcome historical cultural and social limitations that are still affecting how they are perceived in the business world and how they perceive themselves. In this respect, nonminority women share many of these same training needs, and although this chapter addresses minority needs in particular, the literature indicates that many of the items discussed pertain equally, if not more so, to nonminority women.

The factors believed to influence the issue of minority participation in business are largely sociological, psychological and educational in nature and are the subject of ongoing MBDA research. They tend to be complex and sometimes controversial, but they must be addressed if an environment allowing minority entrepreneurs equal opportunity and access in the business world is to be created. The training needs and suggested strategies identified in this chapter indicate how education can contribute to this effort.

STAGE ONE: AWARENESS

Training Need: Creation of an awareness of business opportunities open to minority entrepreneurs

Research indicates that many potential minority entrepreneurs lack exposure to the variety of business opportunities available to them. They need to have information about high-quality, successful minority businesses along with projections about the future of minority business, consumer needs, and other factors likely to create business opportunities.

Strategy: Administrators, program planners and instructors need to develop a sensitivity to the needs of minority students and take steps to include examples of successful minority-owned and managed businesses within the community in the awareness materials and activities that they plan. Local MBDCs, Chambers of Commerce, Small Business Development Centers or Institutes and other such agencies can assist educators in identifying those minority entrepreneurs who would be willing to act as speakers, open their businesses for field trips, act as consultants in curriculum/program development, sponsor activities, and so on. Involvement of this type is perhaps the most effective means of conveying to minority students that business opportunities are open to them, what those opportunities are, and what they need to know to pursue careers as entrepreneurs.

Training Need: Exposure to minority entrepreneurs who are role models

Successful minority business owners and managers communicate the message, "You can do it!" to potential minority entrepreneurs. They may also help dispel fears that entrepreneurship is not as culturally or socially acceptable as other careers.

Strategy: The need for minority role models can be addressed in much the same way as the need for awareness of business opportunities. Research clearly indicates that many entrepreneurs have had exposure to role models or have lived in circumstances that have made owning and managing a small business seem a viable alternative to working for someone else. Role models help dispel the fear of the unknown that many people experience when faced with career decisions. They can bring the prospect of becoming an entrepreneur into perspective by personalizing both the demands and the rewards of "being your own boss." Involving minority entrepreneurs in Junior Achievement activities, career fairs, free enterprise courses, field trips, school companies, and so on, not only provides role models for minority and nonminority students but also creates opportunities for educators to expand their collaborative networks of individuals/agencies involved in entrepreneurship education. This would also allow educators and students to have direct access to information about the needs, opportunities, and barriers experienced by minority entrepreneurs.

Training Need: Exposure to formal and informal business networks

Networking has always been a successful business technique. Minority entrepreneurs need to be introduced to existing formal and informal business networks and encouraged to develop contacts of their own that will prove useful to them in business. Networks can provide a variety of assistance to entrepreneurs in the form of information, capital, advocacy, technical assistance, etc. The more positive exposure to available networks which minority entrepreneurs experience, the more likely it is that they will utilize them in developing and operating enterprises.

Strategy: Educators can become informed about those agencies/organizations in their communities and states which offer assistance of various types to minority entrepreneurs and then plan activities that will expose students to them. People seek assistance from those sources with which they are familiar and comfortable, and the comparatively small number of minority-owned small businesses gives potential minority entrepreneurs less opportunity for direct exposure to role models, making association with both formal and informal business networks imperative.

STAGE TWO: DEVELOPMENT

Training Need: Conveyance of the importance of the basic skills (communication, computation, and computer literacy) to the successful management of an enterprise

An understanding of how basic skills are used in the development and management of a business should increase learner motivation as well as result in more effective instruction. If the basic skills are taught using the medium of business-related skills, the learner progresses in two aspects of training at the same time.

Strategy: Involving members of the minority business community in classroom activities seems to be the most appropriate strategy to meet this training need. Guest speakers, field trips, and simulated business activities which tie practice and theory together would be useful.

STAGE THREE: APPLICATION

Training Need: Instruction in business skills using an experiential approach

Research indicates that experiential learning is the key to entrepreneurial behavior; therefore, formal courses may not be as useful to entrepreneurs as hands-on, intensified programs related directly to the development or management of a specific enterprise (Sexton 1984). Minority students generally have less personal experience with the business world and may therefore benefit from a wide variety of experiential learning activities. Programs of this type will most likely need to be tailored to the needs of each participant, or to small groups of participants with similar backgrounds and needs, in order to encompass each individual's strengths and interests.

Strategy: This training need is simply an extension of the previous two. The opportunities for minority students to have previously experienced the business world are few, making it highly desirable to tie instruction to experience. This not only makes theory more meaningful, but it expands the personal experiences of the students. This may lead to an increase in motivation and enhancement of self-esteem. We tend to engage in those activities in which we are fairly certain we can succeed, and the enlargement of our personal experiences therefore increases our options. Programs such as Junior Achievement, Pepsi DECA Learn and Earn, Foxfire, 4-H, Future Farmers of America and so on have tremendous potential to assist educators in this area.

Training Need: Instruction to upgrade technical skills

In some instances, potential entrepreneurs are not sufficiently informed concerning the business world to know what technical training they require to function successfully within it, a condition which must be addressed by training programs prior to the actual skill development process. Students who have not previously considered entrepreneurship as a career option may need guidance in selecting courses which emphasize those skills that will be most useful to them in small business, and they should be encouraged to progress to more advanced levels of development than they might for other career options. MBDA research indicates that the successful formation of new enterprises within the minority community has been very positively influenced by the increasing numbers of minority managers and other professional people available in the workforce who have sufficient education to assume responsible positions within small businesses.

Strategy: As potential minority entrepreneurs begin to practice their technical and business skills, they must have the flexibility and the motivation to upgrade their skills continually. In order to accomplish this, they must first have sufficient information to evaluate their current skills. Lack of exposure to the business world can create a situation in which a student is unable even to assess his/her development and may require assistance to do so. Vocational educators must be prepared to assess student development and supply the required upgrading, which means that they must stay abreast of major changes. This can best be accomplished through communication with the business world and through their own continuing education.

Training Need: The application of advanced business and technical skills training in realistic settings

Theory and practical application can be worlds apart in the business field, making on-the-job and incubator-type training experiences essential to entrepreneurship education. This is expressly appropriate for minority entrepreneurs for whom this may be the first exposure to the world of business.

Strategy: Cooperative education is already a very successful part of most vocational education programs and can be incorporated into entrepreneurship education through one of the areas of vocational specialty or through new programs with a business emphasis. Apprenticeships, internships, on-the-job training, and incubator situations supplemented with coursework which addresses the point of view of the employer can greatly benefit potential minority entrepreneurs. Minority businesses can be utilized for programs of this type when possible, with resulting benefits for both businesses and students. Educators can also involve government and nonprofit agencies working with youth employment and training. A good example of a program of this type is YOUTHWORKS in Washington, DC. This nonprofit organization screens several hundred low-income and minority applicants aged 16-20 each year to create a talent pool. The youth are then given preemployment training focusing on employer expectations, communication skills, job searching techniques, attitude development and life management skills. The youth then interview for jobs in a variety of businesses. Students who are placed are evaluated regularly and YOUTHWORKS provides a money-back guarantee to cooperating businesses. Vocational educators could work with organizations of this type to include pre- and postemployment training on the entrepreneurial option and make an effort to place students in smaller businesses owned and managed by minority entrepreneurs. (See Appendix E for a more thorough description of YOUTHWORKS.)

COMMITMENT

Training Need: The opportunity to undergo self-assessment as well as expert assessment by another individual in relation to business and technical skill development and usage

Commitment is an essential step in the Entrepreneurship Education Model. This stage is based on the premise that many entrepreneurship skills can be measured in quantifiable and qualifiable manners by entrepreneurs and/or their trainers, but that other characteristics necessary for entrepreneurial success are abstract and only the entrepreneur can determine which of these he/she possesses. Minority entrepreneurs often have even less margin for error in developing small businesses than do nonminority owners/managers due to limited start-up and expansion capital, making realistic skill assessment critical prior to the actual implementation of new businesses. Skill development is one factor entrepreneurs can control and improve upon in developing and implementing businesses, and it is to their advantage to evaluate their skills accurately and then proceed according to their needs.

Strategy: Extensive research has been conducted in the last ten years in an attempt to determine the characteristics of successful entrepreneurs. The results have generally shown that entrepreneurs possess so many different characteristics that it would be difficult to "teach" individuals the appropriate personality traits. "It appears to be a matter of time, place, motivation, opportunity, knowledge and circumstances that causes entrepreneurial behavior. Motivation, opportunity and knowledge are the three factors of particular importance." (MBDA 1982) Motivation and business skills/knowledge can be measured, and instruments already exist to assist educators in accomplishing this. What is important is that students be encouraged to use the information constructively and that educators and others concentrate their resources for enterprise development on those individuals who appear to possess sufficient business knowledge and motivation to become entrepreneurs. Once potential entrepreneurs have determined that they possess the necessary business and technical skills required for the enterprises in which they are interested, they need to assess their level of commitment to becoming practicing entrepreneurs. This is not a decision to be made in haste. The time, energy, and resources that entrepreneurship generally requires constitute a considerable personal investment, and training programs which assist entrepreneurs with the actual planning and implementation of small businesses cannot afford to use their resources for individuals who lack the commitment to initiate ventures successfully. This caution would seem particularly appropriate with regard to potential minority entrepreneurs, who have less access to venture capital, fewer role models, less access to formal and informal networks, less social and cultural support, and less personal experience to assist them in succeeding with new ventures.

STAGE FOUR: VENTURE

Training Need: The personal involvement of minority entrepreneurs in the development of viable business plans

Assistance agencies which help minority entrepreneurs develop business plans should involve the entrepreneur in all phases of its development and extend the use of the business plan as a guide during the first few months of operation. If the entrepreneur understands the business plan and is the key participant in its development, he/she is more likely to use it after raising the capital for the venture. He/she will also be knowledgeable enough to adjust the plan as circumstances require.

Strategy: Many resources already exist to assist vocational educators in meeting this training need. The important thing to remember is that only those potential entrepreneurs who display sufficient prior development of business skills, technical skills and motivation should be involved in programs offering instruction at this level. Training at this level involves all of the initial work that goes into planning an enterprise on paper before seeking venture capital. Minority entrepreneurs will have less access to personal resources and venture capital and so must be especially well prepared with a complete business plan before attempting to raise money. Many materials are available to teach the steps to planning a business and support must be available at each step to ensure that students have mastered the necessary skills and can apply them during the planning stage. This type of training ordinarily occurs at the junior college, community college, university and technical institute educational levels. These programs can be adapted to reach adults not currently associated with the formal education system. An excellent example of a highly successful program at this level is the Hawaii Entrepreneurship Training and Development Institute described in Appendix B.

Training Need: The experience of implementing a business plan in an educational setting

Incubator programs offer potential entrepreneurs the opportunity to develop a service or product and market it in a setting that is characteristic of the "real" business world without exposing them to risk. They can practice implementing their business plans and testing their own skills and level of interest and commitment prior to becoming involved in business ventures.

Strategy: This training need requires a major commitment of resources and a high level of cooperation between education, business and government. Incubator-type programs can be developed using resources from vocational education, state economic development and manpower offices, and local businesses and industries. The quality of instruction and collaborative efforts must be excellent to ensure the success of students involved in incubator programs and to provide benefits to the businesses and industries involved. The Oklahoma State Department of Vocational-Technical Education participates in an entrepreneurship training program which includes an incubator stage. Appendix B contains a description of the Southeast Oklahoma Rural Entrepreneurship/Industry Program.

STAGE FIVE: ASSESSMENT

Training Need: The opportunity to manage an enterprise in cooperation with an experienced owner/manager

Minority entrepreneurs can benefit from training programs that allow them to manage small businesses under the direction of experienced owners/managers, limiting the liability of both the entrepreneurs and the enterprises. Programs of this type would perhaps eliminate or reduce some of the financial restrictions and lack of opportunity with which many minority entrepreneurs are now contending.

Strategy: The opportunity to manage an enterprise under the supervision of an experienced owner/manager requires more than part-time consulting. It requires the full-time commitment of successful owners/managers to work alongside "students," teaching them those aspects of running small businesses that they do not know or in which they are deficient. If adults participating in programs of this type were carefully screened and if planning were complete, success would be more likely. The business could belong to the supervisor or to another party, but motivation of the "student" would be enhanced if the business were potentially his/hers. This type of program would allow "students" to prove to themselves and to future investors that they are good risks in the business world. Continued association with education would allow for advanced study of any management or technical skills that the apprentice owners/managers may be lacking.

Training Need: The opportunity to take over existing businesses and develop them as part of a training program

This alternative would be beneficial in much the same way that working with an experienced manager would, but it would also eliminate some of the stressful initial demands involved with starting a new business. The stages of small business growth (Churchill and Lewis 1983) demand a wide range of skills and a high level of adaptability that not all entrepreneurs are willing (or qualified) to meet. An opportunity which may be one entrepreneur's dream may be another's nightmare, making this alternative viable for minority entrepreneurs possessing the desire and skills to determine whether entrepreneurship is a suitable option.

MBDA research (1984) indicates that although existing minority firms in some areas appear to grow and expand as quickly as similar nonminority firms, they do so with a greater level of debt, which can render them vulnerable to sudden market shifts and other business-related risks. In some parts of the country, minority firms are still struggling against external constraints such as limited market size or demand, limited access to financial and human capital, degree of racial discrimination and competitiveness, and influences of public policy. Internal constraints that are believed to inhibit expansion but that have not yet been researched are: relatively low motivation to achieve, lack of business knowledge, and an unwillingness to take proper risk or share ownership or control with others. It is a fact that businesses that are large enough to employ 100 or more people are much less susceptible to failure than those with 25-99 employees, indicating that money for business growth may be well invested.

Strategy: Both the internal and external constraints on minority business growth can be addressed through training programs that allow entrepreneurs to assume management of existing small businesses with the potential for successful expansion. It is possible that entrepreneurs could participate in programs of this type by offering their existing businesses for development purposes, with part of the risk mitigated by the services and resources supplied as part of the training program. The appropriate new management skills could be taught and applied to the developmental/growth stage of the businesses involved, capital for expansion could be supplied or subsidized, and the progress/success of the program could be evaluated on a regular basis. A program of this type also has the potential to provide excellent research information on small business expansion.

In addition, most bankers and venture capitalists know of a number of companies scheduled to be sold at a loss or used as tax write-offs. A training program could become the mechanism to allow minority entrepreneurs the opportunity to work with the expansion and/or redirection of businesses. If a turnaround is successful, the training program could purchase a company on a nonprofit basis until the entrepreneur is sufficiently trained and has the capital to purchase it himself/herself.

KEY CONCEPTS

Minority small business is increasing, and the trend for these businesses is away from retail trade and personal services into areas such as manufacturing, construction and wholesale trade--a clear sign of economic progress since these latter firms have much greater potential for significant economic impact. "Entrepreneurs in these lines of business are considerably younger, better educated, and tend to have higher earnings than other minority self-employed and wage and salary employees." (MBDA 1984) Greater access to well-educated minority managers and professionals has also had a very positive impact on the formation of minority businesses. The failure rate of minority small business has been found to be much lower than was previously believed.

Despite the signs of progress, the fact still remains that minority businesses are greatly underrepresented in the American population when compared to nonminority businesses. Much more research is needed on the sociological, psychological and educational aspects of this issue, but there are some clear implications for educators to consider. Areas that can be addressed by vocational education for minority students are: awareness, role models, networking, importance of basic skills, experiential education, upgrading technical skills, application of advanced skills, assessment of skills and motivation, business plan development, business plan implementation, management, and business development/expansion.

Many vocational schools have developed programs to meet local entrepreneurship training needs. Collaboration with Minority Business Development Centers could result in the expansion of existing programs and/or the creation of new programs to meet the specific needs of potential and existing minority entrepreneurs. Chapter V suggests strategies for evaluating programs that may prove useful to program planners and administrators. Chapter VI addresses the need for collaborative efforts among existing agencies and organizations and describes strategies for accomplishing that end.

CHAPTER V

ENTREPRENEURSHIP EDUCATION EVALUATION:
HOW DO I ASSESS THE VALUE OF THE PROGRAM?

EVALUATION OF ENTREPRENEURIAL TRAINING PROGRAMS

In considering an evaluation component for an entrepreneurial training program, several questions immediately come to mind: Why evaluate? What should be evaluated? and How should the evaluation be accomplished?

As might be expected, the answers to these questions can be quite varied depending on the specific purposes of the program under consideration, the uses to be made of the results, and the degree of specificity of analysis desired. Yet, one can design an effective evaluation of an entrepreneurial training program by considering the following key factors tentatively identified as being requisite to successful entrepreneurship establishment (Entrepreneurial Education: A Focus for the 80's, SBA 1981):

- Attitudes, aptitudes, abilities, interests, work habits, and characteristics of entrepreneurs
- Communications and other interpersonal relationship skills
- Economic principles related to business ownership
- Decision-making skills
- Technical and business management skills

The overall purpose of evaluation is twofold. First, the evaluation should consider the effectiveness of the program; and second, it should be designed to determine ways in which the program can be improved. The process used to assess these two areas will vary with the program, the resources available for evaluation, and the specific interests and abilities of the evaluators.

IMPLEMENTING THE EVALUATION

Every entrepreneurial training program must meet the test of providing a useful, programmatic end product which will serve as a stimulus to the establishment of successful enterprises. The stimulus may be a more effective means of initiating new programs, new materials to use in a curriculum, refinements in methods of delivery, processes for establishing effective collaborative efforts among agencies, or a host of other types of stimuli. In any event, the stimulus must be identified, documented, analyzed, and interpreted in order for the most effective stimuli to be replicated and incorporated into ongoing programs.

This suggests that a plan for evaluation should be included as an integral part of every entrepreneurship education and training program. The evaluation design should ensure the examination of both the internal and external elements of the program (or stimulus). The chosen evaluation design must consider, at a minimum, the following elements:

- Relevance to actual skill, ability, and attitude requirements
- Effectiveness in preparing participants to establish entrepreneurial activities
- Techniques that are feasible and easily replicated
- Improvement and refinement of factors that produce positive results

The evaluation program may be planned and implemented by program staff, or third-party evaluations may be used. The key factor is that an evaluation design be selected and utilized. By nature, specific evaluation design and data collection instruments must be developed after the program objectives have been identified and when the purposes of the evaluation have been specified.

INDIVIDUAL STUDENT EVALUATION

There are several separate areas that must be evaluated to determine the success of entrepreneurial training programs in benefiting individual students. Aptitude, attitude, motivation, and small business skills are key areas of assessment.

Aptitude

For diagnostic and analysis purposes, many vocational educators use the California Academic Aptitude Test-Short Form. This test has proven helpful in developing individualized programs for students to improve the development of critical competencies necessary for potential entrepreneurs.

Attitude

Even though the development and/or change of individual attitudes is not well understood and is difficult to accomplish, attitudes are critical to the development of entrepreneurs. There are several strategies that might be used to assist with this complex area. First, the "instructor" must be keenly aware of the attitudes of successful entrepreneurs. Specific attributes are discussed in Appendix G. Secondly, the "instructor" must observe attitudes displayed by students in the classroom, in on-the-job training, and in social situations. Thirdly, the instructor must observe how individuals handle interpersonal relationships, human and technological interactions, and attitudes toward making sound business management decisions.

The Curriculum and Instruction Materials Center of the Oklahoma State Department of Vocational-Technical Education has developed a competency profile that is useful in recording the attitudes of individuals. The profile is a guide and should be used only to help the instructor assist the student in developing appropriate attitudes.

Motivation

One of the overriding factors in the development of entrepreneurial activities is the motivation of individuals. Some motivational factors are well known, but the instructor must be acutely aware of various factors that motivate different individuals. Instructors must observe individual student interests, classroom and work experience absences, quality of work accomplished, completion of extra work assignments, and other indicators. Instructors can also include various motivational components such as the Zig Ziegler "I Can" program to help individuals become further motivated toward establishing new enterprises.

Small Business Skills

Perhaps the easiest component of entrepreneurial programs to measure is that of skills or competencies in small business ownership and management. Virtually all curricula available today include units or course tests to help instructors assess the competencies developed by students. Excellent assessment instruments are included in the American Institutes for Research (AIR) entrepreneurship literature and the pre- and posttests included in the University of Georgia entrepreneurship materials.

PROGRAM EVALUATION

In addition to determining the progress and competency development of individual students, the instructor must be concerned with the overall value and success of the entrepreneurship training program. The most important and easiest measure of such a program is also the most obvious: "How many individuals have established successful enterprises?" Other factors deserve consideration, also. Assuming it is important to conduct a successful entrepreneurship training program over a long period of time, the instructor should be concerned with such other elements as types of businesses established, involvement and relationships among existing businesses in encouraging new enterprises, support services available through other agencies, long-term success and growth of entrepreneurship ventures established, overall student placement, and overall student competency development.

As required by Federal legislation, most State Departments of Vocational and Technical Education have formalized procedures for follow-up of program participants. Instructors can find survey forms and evaluation instruments that have been developed for their use by contacting their State Vocational Research Coordinating Unit (RCU) or their State Vocational Planning Unit. The addresses of all regional and state contacts that make up the curriculum consortium are located in Appendix E_6.

CHAPTER VI

ENTREPRENEURSHIP EDUCATION ASSISTANCE: WHERE DO I GET HELP?

A variety of services is available from a multitude of agencies to assist vocational educators and Minority Business Development Center representatives in developing, improving, or expanding entrepreneurship education and training programs. Vocational educators and MBDCs can leverage their resources by taking advantage of the information, materials, and programs already developed and functional. Resourceful use of existing services prevents wasteful duplications of effort and makes it possible to provide effective entrepreneurship training at a relatively low cost.

The purpose of this chapter is to identify some of the major sources of assistance for entrepreneurship training, to present the basic types of assistance provided by each source, and to suggest how collaborative efforts between these sources might be developed and implemented. Since the major focus of this project is on the involvement of MBDCs and vocational educators, the discussion concludes with an overview of MBDCs and the vocational education system.

SOURCES OF ASSISTANCE

Vocational educators and MBDC representatives may tap a variety of sources for assistance in developing and implementing collaborative entrepreneurship education and training programs. The number and variety of organizations/agencies promoting entrepreneurship and offering some type of service--direct or indirect--to existing and potential entrepreneurs is encouraging. The purpose of this section is to give a representative sample of existing assistance agencies which meet the needs of entrepreneurs at all five levels of educational development as presented in the Entrepreneurship Education Model introduced in Chapter II, as well as agencies involved primarily in the development/stimulation of the economic environment, and to illustrate how vocational educators and MBDCs might utilize the services of these agencies on a reciprocal basis.

The designation of each agency/organization in this section as providing services primarily at one of the five developmental levels is arbitrarily based upon what appear to be their major functions. Most agencies overlap into several developmental areas, but for purposes of simplification, each appears only once. This section is not meant to be a comprehensive listing of available entrepreneurship assistance agencies but provides a representative sample of agencies that are likely to be available at the local, state and federal levels. With some research, program planners and administrators can identify similar organizations in their communities to assist in the development, expansion and improvement of entrepreneurship education programs which will meet the needs of entrepreneurs at all levels of development.

DEVELOPMENT OF THE ENTREPRENEUR

Stage One: Awareness

Agencies which concentrate on providing services at this level are primarily concerned with the awareness of elementary school children and other publics of the workings of the free enterprise system and the career possibilities it offers in entrepreneurship. Services in this category can take the form of economic education, career education, consumer education, research concerning the benefits of free market enterprise, the development of curriculum materials, and teacher education.

Although many agencies have incorporated some aspects of entrepreneurship awareness into their programs, some have made it their primary thrust. Following are brief descriptions of three such agencies providing services at the national, state and local levels.

National Level. The Joint Council on Economic Education (JCEE) is an independent, nonprofit, nonpartisan, educational organization incorporated in 1949 to encourage, improve, coordinate, and service the economic education movement. The Council's principal medium for expanding and improving economic education is a network of 50 State Affiliated Councils and 241 Centers for Economic Education operating at colleges and universities throughout the nation. The Council sponsors an Annual National Awards Program for the Teaching of Economics in cooperation with the International Paper Company Foundation. It also develops curriculum materials, improves teacher training, identifies new curriculum patterns, and shares research and implementation procedures through the Developmental Economic Education Program (DEEP).

The tremendous network already established by JCEE makes its programs available in every state. The Centers work closely with the public schools and the adaptability of their programs to vocational education needs could be explored. MBDCs could be involved with JCEE activities to promote the involvement of minority students as well as to influence the type and scope of activities delivered.

State Level. Although the Joint Council for Economic Education functions effectively at the national, state and local levels through its 50 State Affiliated Councils and 241 Centers for Economic Education, another example of a state-level assistance agency for the awareness stage is the Advancement of Economic Education Project located at the University of Texas at Austin. The Advancement of Economic Education Program is designed to integrate economic concepts into the present Texas curriculum. This program has three basic components which include curriculum development, demonstration and dissemination of economic materials, and evaluation of materials and programs.

This is an example of the type of project which can have a significant impact on and be impacted by vocational educators and MBDCs. Collaboration with project administrators/funders could possibly result in the development of suitable materials for vocational education and MBDCs, or at the very least vocational educators and MBDCs could influence the variety, range and emphasis of materials/programs developed to serve elementary and secondary students. Awareness of and possible involvement in state-funded projects such as this one could prevent costly duplication of effort as well as expand the awareness of all parties involved concerning the needs of the vocational education system and potential minority entrepreneurs.

Local Level. Future Business Leaders of America (FBLA) is a national, nonprofit educational organization made up of students pursuing careers in business or business education. There are more than 210,000 active members in over 10,000 chartered chapters across the nation as well as in Samoa, Guam, Puerto Rico, and the Virgin Islands. These chapters carry FBLA services to the local level in an effort to bring business and education together in a positive working relationship. Organizational goals include: promoting competent, aggressive business leadership; understanding American business enterprise; establishing career goals; encouraging scholarship; promoting sound financial management; developing character and self-confidence; and facilitating the transition from school to work.

FBLA's structure, purpose and activities all center around successful collaboration among business, industry, government and education. Many of its current chapter and national activities are carried out in cooperation with the vocational education system. These activities reach students in high schools and postsecondary institutions, and national management/leadership conferences and seminars train teachers, administrators, advisors, and student leaders. MBDCs could contribute to FBLA activities as representatives of business/industry to ensure that minority concerns are addressed.

Stage Two: Development

This developmental level emphasizes the business and technical skills potential entrepreneurs will need to function successfully in businesses of their own. Agencies included in this section offer services designed to enhance the opportunities available to students to obtain business and technical skills that are relevant to entrepreneurship and that are current. Services available to secondary schools and the vocational education programs affiliated with them are of particular importance here.

National Level. The Pepsi DECA Learn and Earn Program is a service offered nationwide through the Pepsi-Cola Company to any interested DECA (Distributive Education Clubs of America) Chapter. Students set up actual or simulated businesses to sell a product. Project guidelines and incentives highlight concepts, objectives, planning, organizing, budgeting, promotion and evaluation. A final report may be submitted as a DECA competitive activity. Educational materials are available for the Project. Through an experiential education program of this type, students learn and practice the business and/or technical skills necessary to run small businesses. All information is relevant because it is acquired and utilized in actual and simulated businesses planned and operated by the students.

Vocational educators can access this assistance through their local DECA chapters without having to develop their own curriculum materials and can utilize DECA services in the process. MBDCs could possibly participate in this activity in an advisory capacity and/or provide instruction in those aspects of small business development in which they have expertise. This kind of participation provides exposure for all agencies/individuals involved and can improve instruction through the utilization of experts in certain areas. If this activity were implemented at the high school level, perhaps potential/existing clients of MBDCs could take part to benefit the activity as well as themselves.

State Level. Most states have services available similar to that of the Curriculum Publications Clearinghouse located at Western Illinois University in Macomb. The Curriculum Publications Clearinghouse is operated by Western Illinois University through a funding agreement with the Illinois State Board of Education, Department of Adult/Vocational/Technical Education, for the purpose of providing state-developed materials on a cost-recovery basis. The Clearinghouse does have entrepreneurship education materials available.

There are six regional curriculum centers for vocational education which coordinate materials for each region, and these are coordinated by the National Network for Curriculum Coordination of Vocational and Technical Education (NNCCVTE). Familiarity with and utilization of the curriculum/materials services for vocational educators can keep educators and MBDCs informed about pertinent materials currently available. Materials are generally available on both a purchase and a loan basis enabling educators to review materials prior to making a purchase. As vocational educators move ahead in the area of entrepreneurship education, this type of service will become increasingly valuable.

Local Level. Future Farmers of America (FFA) is an integral part of the program of vocational agriculture education in the public schools. It provides a laboratory for practical training in agriculture, leadership, cooperation and citizenship as students take part in meetings, public speaking, contests, awards and cooperative efforts for community improvement. The program also offers instruction and activities in the field of agribusiness.

Most FFA activities occur at the local level but they also extend to the state and national levels through conferences and competitions. Students have the opportunity to learn a tremendous amount about the business(es) involved with agriculture through business-oriented activities, fundraising and community service. Vocational educators are already actively involved with FFA but can perhaps work to focus activities on entrepreneurship opportunities in agribusiness and to extend their already impressive network to include other agencies in innovative ways.

Stage Three: Application

This developmental level builds upon the previous two by emphasizing the need for potential entrepreneurs to use their business and technical skills in practical settings through internships, on-the-job training, incubator experiences and simulations. Formal programs are most often geared toward postsecondary educational institutions, but they naturally overlap with high school programs and programs for adults not in traditional training programs. Junior colleges, community colleges, universities and technical institutes are often involved with entrepreneurship education at this level.

National Level. The National Research Center for College and University Admissions (NRCCUA) is a nonprofit organization involved in a variety of activities. IDEA (Institute for the Development of Entrepreneur Abilities) provides entrepreneur seminars, workshops and speeches and is currently developing a manual for entrepreneurial self-instruction. The Entrepreneur Scholarship Program (ESP) identifies entrepreneurial talent in high schools and colleges and is developing a system of providing awards, financial aid, and support. In addition, the Center has developed EQ (Entrepreneur Quotient), SQ (Success Quotient) and CQ (Career Quotient) measures to stimulate discussion concerning entrepreneurship. Appendix H contains copies of all three documents. Throughout the year, the Center surveys high school students regarding education, career, and financial aid opinions and has added entrepreneurship as an option. All results are computerized. The Center also funds various projects including the writing of a motivational book about minority entrepreneurs.

Several opportunities exist for collaboration with NRCCUA. MBDCs could work with this agency to identify potential scholarship recipients as well as to locate those minority students entering postsecondary institutions who express an interest in entrepreneurship as a career option. They can also utilize materials developed by the Center and encourage the development of additional materials for minority students.

State Level. The Center for Entrepreneurship and Small Business Management, located at Wichita State University in Wichita, Kansas, does not by any means limit its activities to the state of Kansas; however, logistically it is easier for state residents to be involved in the Center's training activities. The priorities of the Center are: (1) development of an academic program in entrepreneurship and small business management, (2) creation and endowment of a professional chair, (3) development of an information bank and library, (4) research and publication, (5) special interest seminars, (6) development of films for elementary school students, and (7) creation of a prime-time television program for major network exposure.

The Center's activities cover almost the entire range of developmental levels so it is difficult to select a category in which to place it, but all of the services offered are of excellent quality. MBDC clients could benefit from the courses offered on small business ownership and management, and clients, students and educators will find the materials library and abstract service offered by the Center to be very valuable. Vocational educators and MBDCs could perhaps reciprocate by offering their special areas of expertise

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to the Center by serving as resource persons and influencing future Center research and development activities.

Local Level. The Center for Small Business sponsored by Daytona Beach Community College and Private Industry Council serves Volusia County in Florida. It is a program offered by the Special Programs Division of Daytona Beach Community College and has been designated by the Small Business Administration and American Association of Community and Junior Colleges as a member of the Small Business Training Network. Counseling services are provided to both potential and existing entrepreneurs; training in the form of workshops, courses, seminars and conferences is offered throughout the year in Volusia County; and the Center has a resource library which contains research undertaken by the Center. Training costs are nominal as services are provided in cooperation with the Private Industry Council of Volusia County, the University of Central Florida, SCORE, Stetson University, and area Chambers of Commerce through the Volusia/Flagler Small Business Coordinating Council.

The Center is an excellent example of a collaborative effort among local assistance agencies. Vocational educators and MBDCs could get involved in the activities of the Center and utilize its services for students and clients. It is much more cost effective to adapt a successful existing program to meet the needs of special populations than to duplicate services.

DEVELOPMENT OF THE ENTERPRISE

Stage Four: Venture

This is the developmental level in which potential entrepreneurs actually begin ventures and it overlaps to give some assistance to existing entrepreneurs who require/request assistance in managing small businesses. Of all the developmental levels, this one seems to have the most selection of direct service agencies offering assistance on subjects ranging from how to obtain venture capital to how to acquire appropriate technical skills.

National Level. The National Alliance of Homebased Businesswomen (NAHB) was developed for the purposes of promoting personal, professional and economic growth among women who wish to work from their homes; to provide a forum for the exchange of information; to provide publications disseminating current information; and to provide a support network. NAHB publishes a quarterly newsletter, holds annual national meetings, and publishes an annual directory of all the local chapters throughout the nation. The Alliance was instrumental in the development of the resource guide Women Working Home: A Homebased Business Guide and Directory (Second Edition, 1983), authored by Marion Behr and Wendy Lazar. An abstract of the book is included in the annotated bibliography.

This organization appears to be particularly suited to the needs of minority and other women who have marketable skills but who wish to work out of their homes for various reasons. Many skills taught in vocational programs are adaptable to this type of enterprise, and it would seem that the potential for collaborative efforts among vocational educators, MBDCs, and community/neighborhood development cooperatives have exciting possibilities. NAHB offers the combined experience, ideas and talents of women from all over the nation, offering educators and MBDCs the opportunity to utilize the expertise of members in their communities.

State Level. The Southern Oregon Regional Services Institute (SORSI) was established by the state legislature in 1979 to assist private businesses and government agencies (at all levels) in fostering economic growth in the southern Oregon region. The Institute consists of academicians and students from Southern Oregon State College trained to provide technical data and research information to existing business, industry and commerce in the southern Oregon region as well as to potential business. Consultations are free and advance estimates for specific costs are available upon request. SORSI also serves as a Small Business Assistance Center in southern Oregon.

SORSI and programs like it could serve as resources for vocational educators and MBDCs that have students/clients in need of services of this type. Some of the services offered by SORSI overlap with those of MBDCs, and perhaps each agency could enrich the other with special areas of expertise.

Local Level. The Urban University Center in Los Angeles offers programs that are designed to produce a positive impact within the service region with the primary objective of increasing employment. Industrial development and community economic development services are provided in the following areas: (a) direct technical and management assistance to existing small businesses and industries, (b) assistance in the formation of new enterprises which create new employment opportunities, (c) special research studies for expansion and diversification of existing businesses and industries suitable for development in the region and implementation of the research effort, (d) industrial development conferences for local leaders and assistance in the formulation of technical/educational curricula with workshops/planning seminars for people involved in business development activities, and (e) business financial assistance in the form of counseling/resources/arrangement of financial packages, etc.

Linkages between the Urban Center and other programs similar to it and vocational educators and MBDCs could prove beneficial in several ways. Each agency/organization could keep the other informed of its activities so that students and clients could use those services pertinent to their current needs. Involvement with ongoing research and updated information impacts the direction of vocational programs to prepare students better to meet the needs of local business and industry. Referrals between the Center and MBDCs would allow each agency to concentrate on those needs not met by the other.

Stage Five: Assessment

This level of development deals strictly with individuals already in business for themselves. It involves training which improves, expands and/or redirects the abilities of the existing entrepreneur to improve his/her chances for success. Services at this level are almost entirely oriented toward management and technical assistance, but they also focus on capital formation, the teaching of the transitional skills necessary for entrepreneurs as businesses grow and change, research, and advocacy for small business.

National Level. The National Federation of Independent Business Research and Education Foundation (NFIB) is a membership organization for approximately one-half million small business managers and owners, which provides information and educational materials based on research and the monitoring of political action regarding small business. It currently employs 23 full-time state lobbyists and has a state representative in every state capital. NFIB has an educational division which creates classroom educational materials. Faculty Associates is the organization within NFIB which services educators.

NFIB has a tremendous amount of information about small business at its disposal. Research conducted utilizing responses from its members can provide valuable data for vocational educators to use in program planning and development. MBDCs can utilize information which pertains to the needs of existing entrepreneurs, current practices of small business owners, and projected trends. Educational materials developed by NFIB are of excellent quality and could prove useful to educators. NFIB members might appreciate information concerning the current activities of vocational education and MBDCs in their area. NFIB's publications are an excellent method of delivering information to a large number of small business owners.

State Level. The Caruth Institute of Owner-Managed Business, located at Southern Methodist University in Dallas, Texas, does not limit its activities to Texas but offers its comprehensive training programs for all beginning entrepreneurs and owners/managers of existing businesses. Entrepreneurship I - Starting a Business and Entrepreneurship III - Managing the Owner-Managed Business are designed to give maximum skills training and application to participants. Vocational educators and MBDCs could refer students and clients to the program, and MBDC personnel could act as resource persons for the Institute. The Entrepreneur's Master Planning Guide, an excellent publication developed by the course instructors, John A. Walsh and Jerry F. White, could also prove to be a good resource for MBDC clientele.

Local Level. The National Association of Women Business Owners (NAWBO) was established to serve the needs of women in business. The Association provides workshops and seminars for management training, technical assistance and related learning opportunities, and offers valuable networking opportunities. It also provides a discussion forum, develops and lobbies for legislation which benefits women-owned businesses, and works to improve economic opportunities for women. Chapters of NAWBO are governed at the local level and may offer newsletters, membership directories, quarterly meetings, business resource seminars and speakers' bureaus.

Since NAWBO chapters function at the local level, collaboration with vocational educators and MBDCs is possible. Vocational educators and MBDCs can refer students and clients to organizations of this type, and, by becoming involved with their activities through speaking engagements, conferences, and referrals, can influence them to more specifically meet their needs. NAWBO involves virtually every type of business owned by women and is a tremendous opportunity for networking for MBDC clients and vocational education-trained students. It provides many of the services formal education programs and MBDCs cannot.

An excellent example of local collaborative efforts is the Presidents' Roundtable established by the Los Angeles Chapter of NAWBO. In 1983, the president of the L.A. Chapter, Virginia McBride, and the president of Women in Business, Lynda Fluent, found their organizations overlapping in many of their activities and objectives. They met to explore possible solutions and from that meeting came the idea for a Presidents' Roundtable to include all chief executive officers of women's professional organizations in the Los Angeles area. This network of professional women's organizations describes its objectives as: to promote the spirit of cooperation for professional women's groups, to provide an exchange of information, to support women's issues, to educate and inform about women's issues, and to enhance the visibility of professional women. Eighteen organizations are already involved and nine others will be added soon. As the group works together, they find more and more areas in which they can eliminate duplications of effort and concentrate on enhancing their specialty in services offered to members of the organizations involved. Their activities serve as an excellent example of the kind of effective collaboration that can benefit agencies, organizations and individuals involved in entrepreneurship activities.

DEVELOPMENT OF THE ECONOMIC ENVIRONMENT

This special and vitally important category of activities focuses not on the direct services provided by agencies and organizations to the individual entrepreneur and enterprise but rather on the efforts of organizations to create an overall economic environment conducive to the establishment and success of small businesses. Involvement with agencies that engage in advocacy for small business, community/state planning for economic growth, executive-level advisory functions, and so on, is essential if vocational educators and MBDCs are to influence decisions and keep up-to-date on economic developments and trends that affect them. All three categories--the development of the entrepreneur, the development of the enterprise, and the development of the economic environment--are vital to economic growth.

National Level. The National Association for the Self-Employed (NASE) is an organization registered and certified to operate in all fifty states. It is organized to provide professional guidance and economic benefits for small business enterprises. The primary goal of the Association is to foster an environment where self-employed business people can flourish. Services available are: (a) information about federal legislation that affects small business; (b) an organized lobbying effort; (c) professional guidance and educational seminars; (d) the NASE newsletter Profitline; and (e) certain insurance and retirement benefits, discounts, etc.

NASE offers individual business owners the opportunity to increase the impact they have on legislation and other measures which affect their businesses. In this respect, the organization resembles the National Federation of Independent Business. It would be to the advantage of NASE members to know about services offered through vocational education and MBDCs, and vice versa. If NASE members wish to support certain efforts that would benefit vocational education and the activities of MBDCs, they first have to have information and be sold on ideas. Collaboration is always a two-way street.

State Level. The Western Kansas Manufacturing Association (WKMA) is comprised of 75 active and 80 associate members who are involved in legislation and advocacy activities making the needs of small business known at the local, state and national levels. In addition, WKMA acts as an educational arm for its members offering numerous seminars throughout the year. WKMA also provides 14 scholarships to vo-tech schools, community colleges, and state universities.

WKMA would be an excellent source of information, clientele and support for both vocational educators and MBDCs in the state of Kansas. Vocational educators and MBDCs could, in turn, support the educational efforts of the WKMA as well as provide expertise for seminars and conferences. Organizations of this type can be found in all states but will vary according to the economic/industrial base in each area.

Local Level. The Chamber of Commerce of the United States is the national-level representative for literally thousands of local Chambers of Commerce. In 1983, the total membership of businesses and organizations in the Chamber was 227,400. The membership includes local, state, and international Chambers, businesses, and trade and professional associations. The Chamber is active in advocacy pursuits for business; the production of educational materials for various audiences; publication of The Nation's Business and the Washington Report; production of video conferences through its Biz Net network; and sponsorship of educational programs through its Center for Leadership Development, the Corporate Executive Development Program, and Institutes for Organization Management. The influence of the Chamber is widespread and its activities touch many sectors of society.

Local Chambers represent community businesses and are actively involved in economic development activities. Vocational educators and MBDCs offer important services for local small businesses and can work with local Chambers to tailor services to meet the needs of small businesses in their communities. The Chamber offers exposure and clientele for educational and MBDC services. Cooperation is much more easily established and new ideas implemented at the local level than at any other level, and the Chamber of Commerce in each community is often at the center of local economic development activity.

Sources and types of assistance should be a topic in entrepreneurship education and training programs. Recent research (Welsch and Young 1982; Elbert, Anderson, and Floyd 1983; and Franklin and Goodwin 1983) supports the effectiveness of collaborative efforts but suggests that entrepreneurs generally seek help from only those sources with which they feel comfortable, regardless of their assistance needs or the ability of the source to provide the desired assistance. Training can be used to make potential and existing entrepreneurs more knowledgeable of and more comfortable with the most effective sources of assistance for their particular needs.

DEVELOPING COLLABORATIVE NETWORKS

Vocational educators and MBDCs need to take advantage of the services offered by other types of organizations. The purpose of this section is to present network models which illustrate the types of collaboration that might be effectively utilized in entrepreneurship education and training programs.

Figures 6 and 7 represent collaborative networks directed toward different target groups and different stages of the entrepreneurial development process. Figure 6 shows the types of agencies and programs that might be integrated to provide youth with basic skills and exposure to entrepreneurial ideas, as well as organizations and programs that might be utilized to help potential entrepreneurs obtain desired business and technical skills and assess their competencies and commitment for entrepreneurial careers. Figure 7 is directed toward existing entrepreneurs or those in the process of planning and implementing new business ventures. The organizations linked together in this figure generally provide information and/or assistance for specific types of business enterprise. Figure 8 represents a collabora-tive network of agencies involved with the development of an economic environment favorable for small business growth. Vocational education and MBDCs can impact these agencies using the tools and information at their disposal.

Vocational educators and MBDC representatives can use these figures as a framework for developing networks of collaboration for each of their entrepreneurship programs. The development and utilization of collaborative networks is a cost-effective way to deliver entrepreneurial assistance. It is important that collaboration involve agencies working with all aspects of entrepreneurial development to ensure that the efforts succeed, because each step in the developmental process is essential to the success of subsequent steps.

Appendix E gives more specific information on a large variety of assistance agencies, and although it is not meant to be comprehensive, it is representative of the many kinds of services available throughout the nation. A crucial part of the collaborative process lies in identifying all of the resources existing in a local area. The manual entitled Entrepreneurship Education: Organizing to Develop Programs and Collaborative Networks (1984) developed along with this notebook is a good source of information concerning strategies for bringing the various assistance agencies in a community together once they have been identified. An order form for this document is located in Appendix J.

MINORITY BUSINESS DEVELOPMENT CENTERS (MBDCs)

The Minority Business Development Agency (MBDA) of the Department of Commerce operates in accordance with the following mission statement:

> Increase the opportunity for racial and ethnic minorities to participate in the free enterprise system through the formation and development of competitive minority-owned and managed firms. This will be achieved by emphasis on private sector involvement and entrepreneurial self-reliance, rather than government dependence.

COLLABORATIVE NETWORK FOR DEVELOPING ENTREPRENEURS

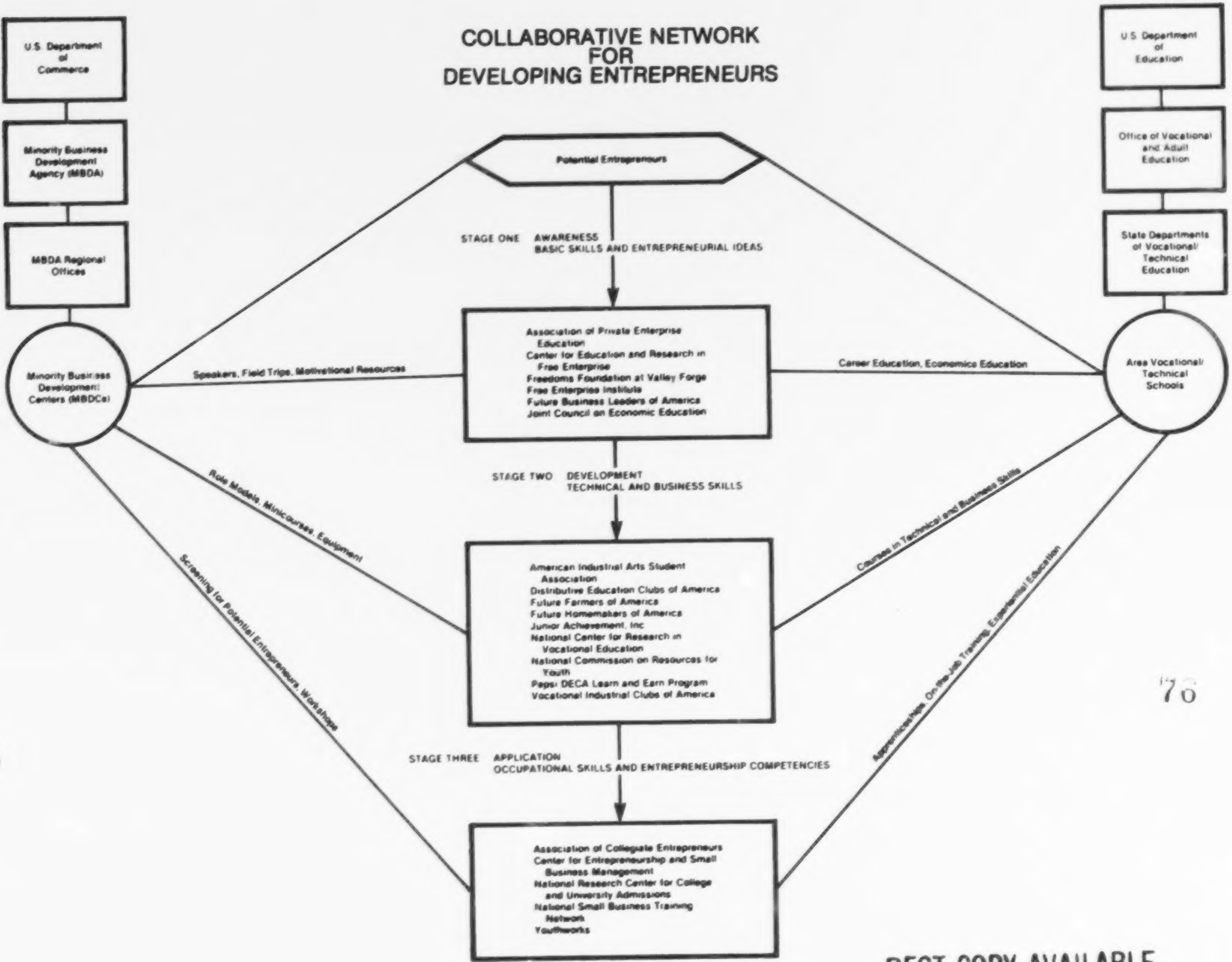
U.S. Department of Commerce
Minority Business Development Agency (MBDA)
MBDA Regional Offices
Minority Business Development Centers (MBDCs)
U.S. Department of Education
Office of Vocational and Adult Education
State Departments of Vocational/Technical Education
Area Vocational/Technical Schools
Potential Entrepreneurs
STAGE ONE AWARENESS
BASIC SKILLS AND ENTREPRENEURIAL IDEAS
Association of Private Enterprise Education
Center for Education and Research in Free Enterprise
Freedoms Foundation at Valley Forge
Free Enterprise Institute
Future Business Leaders of America
Joint Council on Economic Education
Speakers, Field Trips, Motivational Resources
Career Education, Economics Education
STAGE TWO DEVELOPMENT
TECHNICAL AND BUSINESS SKILLS
Role Models, Minicourses, Equipment
Courses in Technical and Business Skills
American Industrial Arts Student Association
Distributive Education Clubs of America
Future Farmers of America
Future Homemakers of America
Junior Achievement, Inc
National Center for Research in Vocational Education
National Commission on Resources for Youth
Pepsi DECA Learn and Earn Program
Vocational Industrial Clubs of America
STAGE THREE APPLICATION
OCCUPATIONAL SKILLS AND ENTREPRENEURSHIP COMPETENCIES
Screening for Potential Entrepreneurs, Workshops
Apprenticeships, On-the-Job Training, Experiential Education
Association of Collegiate Entrepreneurs
Center for Entrepreneurship and Small Business Management
National Research Center for College and University Admissions
National Small Business Training Network
Youthworks

Figure 6

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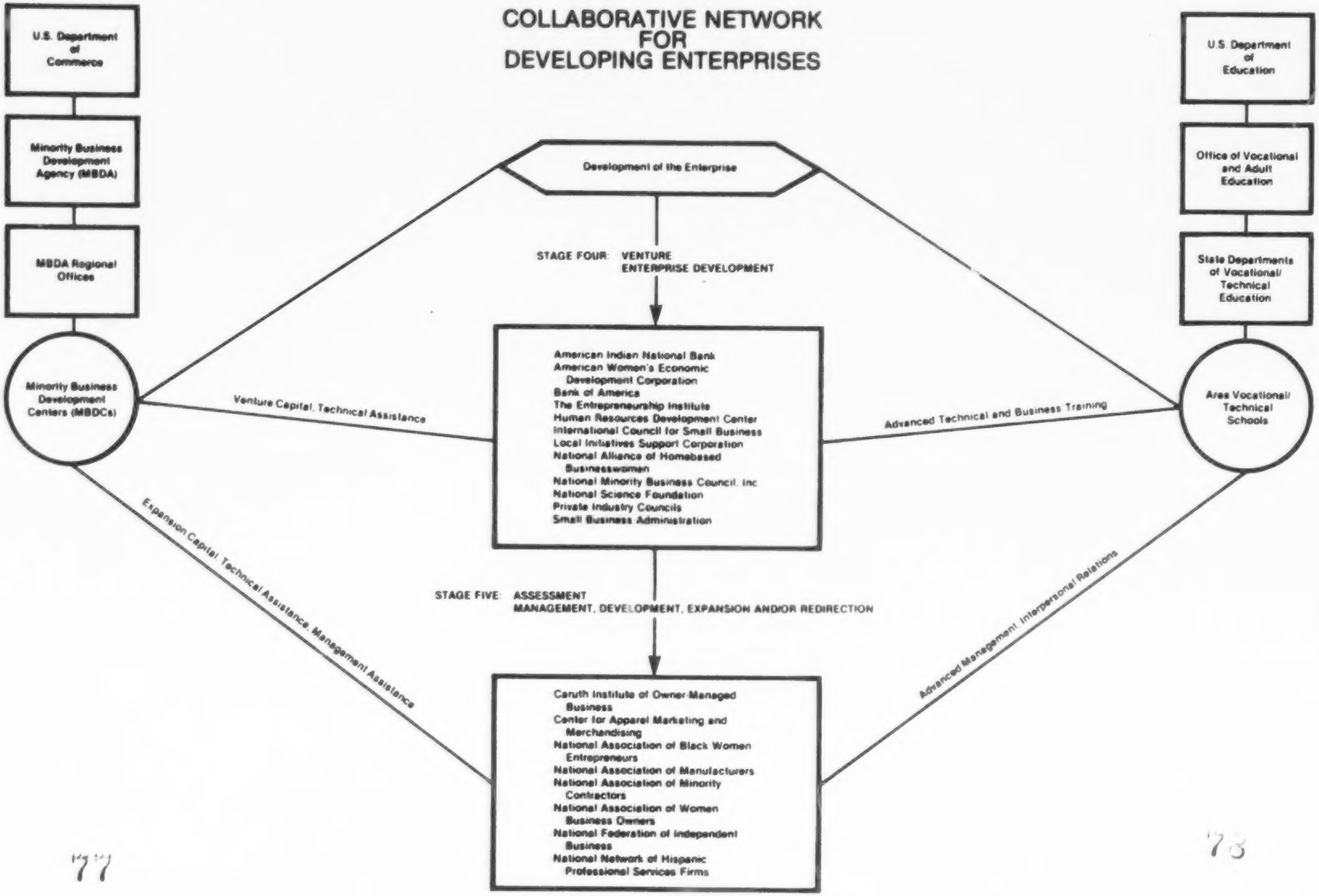
COLLABORATIVE NETWORK FOR DEVELOPING ENTERPRISES
U.S. Department of Commerce
Minority Business Development Agency (MBDA)
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U.S. Department of Education
Office of Vocational and Adult Education
State Departments of Vocational/Technical Education
Area Vocational/Technical Schools
Development of the Enterprise
STAGE FOUR: VENTURE ENTERPRISE DEVELOPMENT
American Indian National Bank
American Women's Economic Development Corporation
Bank of America
The Entrepreneurship Institute
Human Resources Development Center
International Council for Small Business
Local Initiatives Support Corporation
National Alliance of Homebased Businesswomen
National Minority Business Council, Inc
National Science Foundation
Private Industry Councils
Small Business Administration
Venture Capital, Technical Assistance
Advanced Technical and Business Training
STAGE FIVE: ASSESSMENT MANAGEMENT, DEVELOPMENT, EXPANSION AND/OR REDIRECTION
Expansion Capital, Technical Assistance, Management Assistance
Advanced Management, Interpersonal Relations
Caruth Institute of Owner-Managed Business
Center for Apparel Marketing and Merchandising
National Association of Black Women Entrepreneurs
National Association of Manufacturers
National Association of Minority Contractors
National Association of Women Business Owners
National Federation of Independent Business
National Network of Hispanic Professional Services Firms

Figure 7

COLLABORATIVE NETWORK FOR DEVELOPING THE ECONOMIC ENVIRONMENT

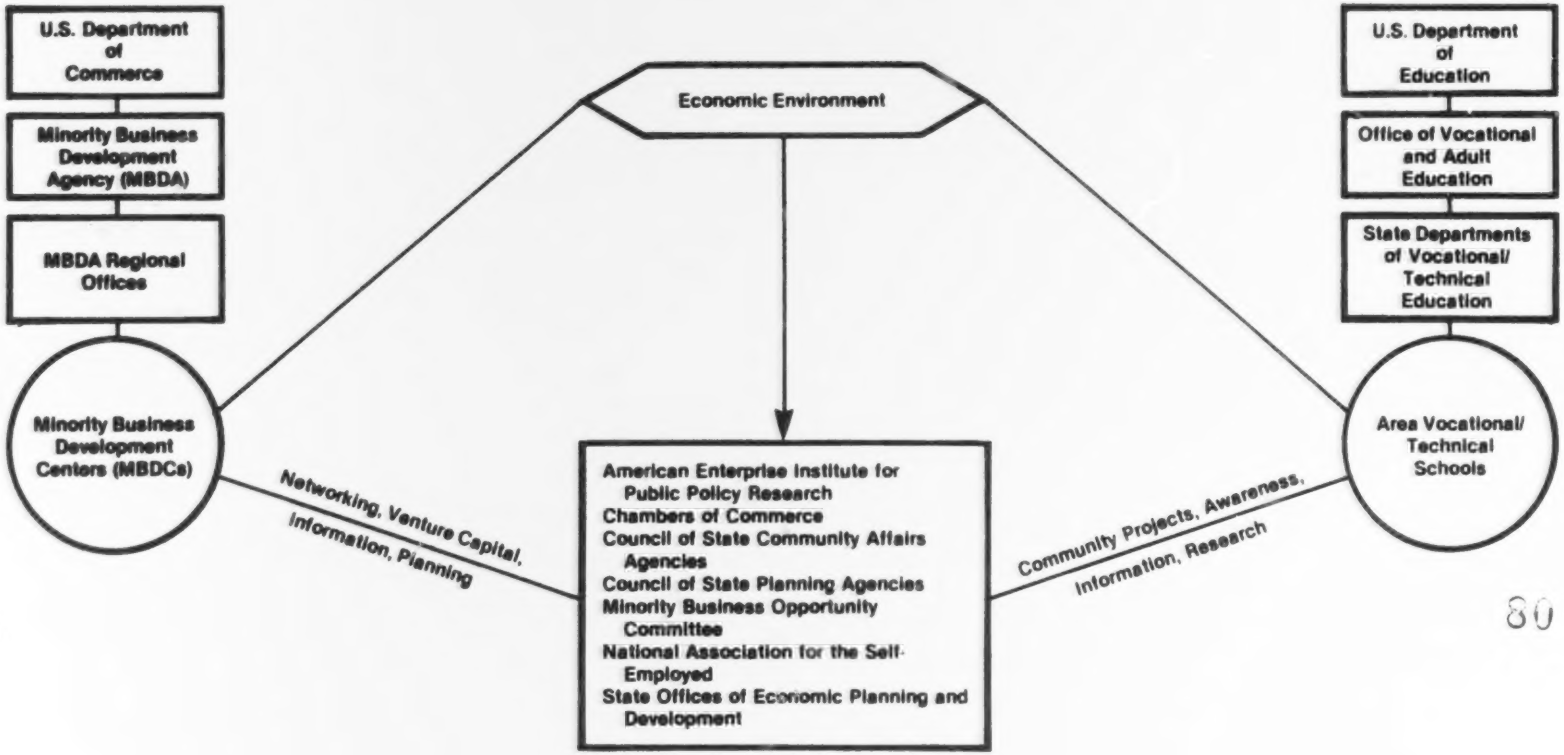

U.S. Department of Commerce
Minority Business Development Agency (MBDA)
MBDA Regional Offices
Minority Business Development Centers (MBDCs)
Economic Environment
U.S. Department of Education
Office of Vocational and Adult Education
State Departments of Vocational/Technical Education
Area Vocational/Technical Schools
Networking, Venture Capital, Information, Planning
Community Projects, Awareness, Information, Research
American Enterprise Institute for Public Policy Research
Chambers of Commerce
Council of State Community Affairs Agencies
Council of State Planning Agencies
Minority Business Opportunity Committee
National Association for the Self-Employed
State Offices of Economic Planning and Development

Figure 8

In order to carry out its mission, the MBDA has established the concept of the Minority Business Development Center (MBDC) as the primary delivery system for assisting minority firms. This delivery system is graphically displayed in Figure 9 on the following page.

MBDCs have been established in 100 Standard Metropolitan Statistical Areas (SMSAs) throughout the United States (See Appendix C for a complete listing of MBDCs). The MBDC delivery system has three specific goals:

- To encourage and promote business formations by minorities
- To promote increased growth rates among new and existing minority businesses
- To reduce failure rates of minority businesses by assisting them in planning and implementing sound, competitive strategies

To meet these specific goals, each MBDC performs three main functions:

- Develops and maintains an inventory of existing minority businesses and prospective entrepreneurs
- Provides a brokering service that will foster and promote new business ownership, business expansions, marketing opportunities, and new capital sources
- Provides management and technical assistance to qualified minority firms

MBDCs provide a variety of services of potential value to vocational educators interested in entrepreneurship education and training:

1. Management and technical assistance (M&TA) to qualified minority firms and individuals (as referenced in Executive Order 11625) seeking assistance from the MBDC. Priority assistance is targeted to the following groups:

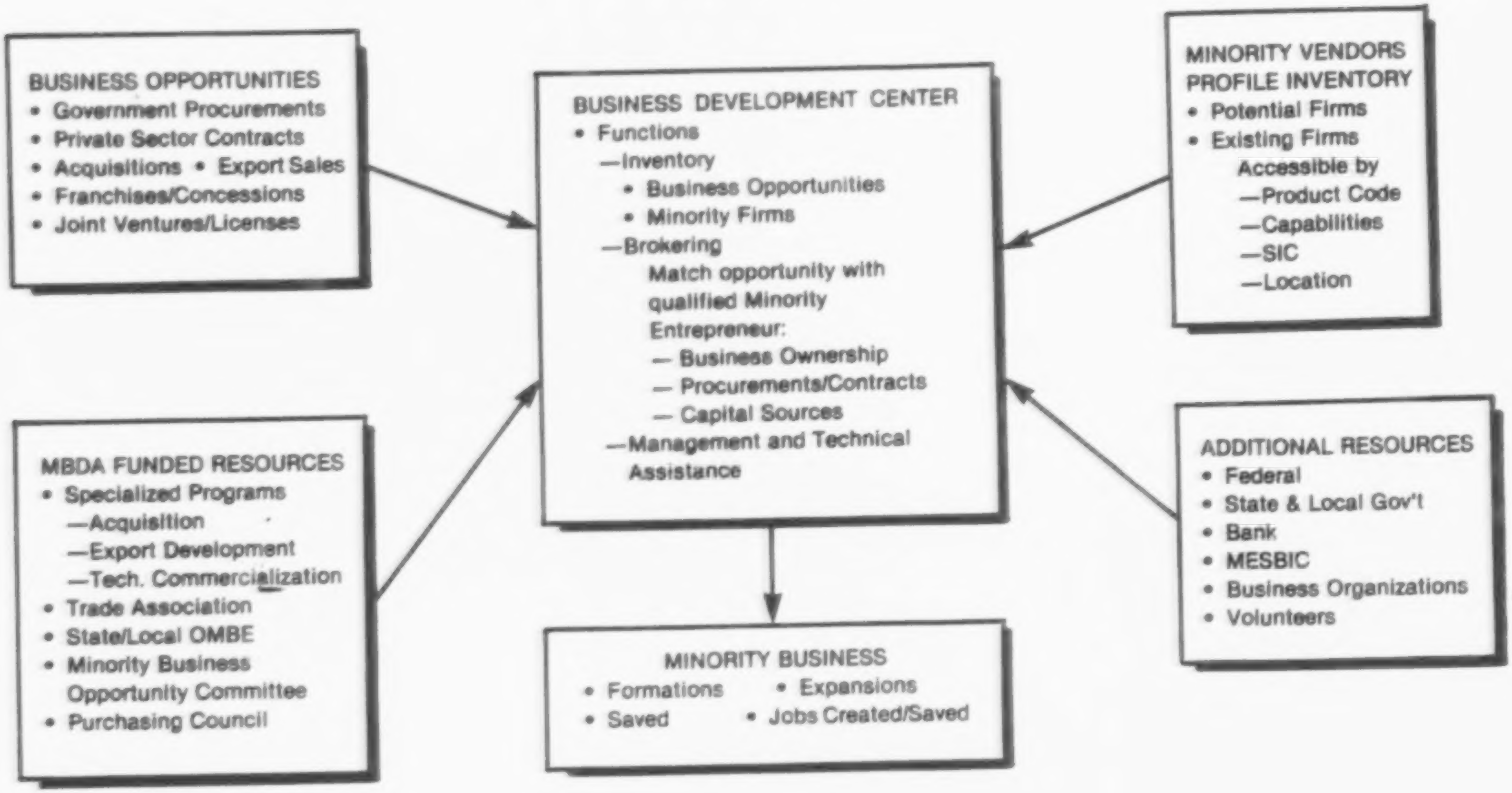
    - Businesses with high employment potential
    - Businesses with high technology potential
    - Businesses with high export potential/capability
    - Graduating 8(a) firms
    - Businesses owned by minority women

M&TA assistance consists of two types:

- General counseling and referral services at no charge
- Specific business assistance on a fee-for-services basis

Specific M&TA business assistance is geared to help start new businesses and to increase growth rates and help reduce the failure rate among minority business firms. This overall assistance improves gross receipts, profits, and the net worth of assisted firms. When a client requires services beyond the MBDC's technical and financial capabilities, the MBDC utilizes Specialized Consultant Services (SCS).

MINORITY BUSINESS DEVELOPMENT AGENCY
BUSINESS DEVELOPMENT CENTER NETWORK
100 CENTERS



BUSINESS OPPORTUNITIES
- Government Procurements
- Private Sector Contracts
- Acquisitions • Export Sales
- Franchises/Concessions
- Joint Ventures/Licenses

MBDA FUNDED RESOURCES
- Specialized Programs
  - —Acquisition
  - —Export Development
  - —Tech. Commercialization
- Trade Association
- State/Local OMBE
- Minority Business Opportunity Committee
- Purchasing Council

BUSINESS DEVELOPMENT CENTER
- Functions
  - —Inventory
    - Business Opportunities
    - Minority Firms
  - —Brokering
    Match opportunity with qualified Minority Entrepreneur:
    - — Business Ownership
    - — Procurements/Contracts
    - — Capital Sources
  - —Management and Technical Assistance

MINORITY VENDORS PROFILE INVENTORY
- Potential Firms
- Existing Firms
  Accessible by
  - —Product Code
  - —Capabilities
  - —SIC
  - —Location

ADDITIONAL RESOURCES
- Federal
- State & Local Gov't
- Bank
- MESBIC
- Business Organizations
- Volunteers

MINORITY BUSINESS
- Formations • Expansions
- Saved • Jobs Created/Saved

Figure 9

2. Identification and promotion of opportunities for minority business firms:

   - Marketing Opportunities
   - Capital Opportunities
   - Business Ownership Opportunities

3. Advice and guidance to minority individuals and firms on how best to avail themselves of these opportunities.

4. Development and maintenance of inventory of:

   - Minority vendor firms which are capable of selling their goods and services to the public and private sectors. The MBDC accomplishes this by making new entries and by verifying and updating the MBDA national computerized listing known as the PROFILE System
   - Qualified minority individuals and firms with the potential to start and expand businesses
   - Traditional and nontraditional sources of debt and equity capital
   - Local (public and private sector) M&TA resources
   - Who's Who in Minority Business Development. The Directory includes local public and private sector policy makers and resources, minority business community leaders and others interested in furthering the participation of minority business. The Directory is updated and verified on a quarterly basis and submitted directly to the MBDA Clearinghouse in Washington, DC, for inclusion in the National Who's Who Information System

5. Brokering services for:

   - Minority individuals/firms with the potential to start and/or expand businesses or prevent business failures
   - Minority vendor firms with public and/or private sector procurement opportunities, both foreign and domestic
   - Minority firms seeking or requiring capital resources

The brokering function consists of matching firms and prospective minority entrepreneurs with business ownership, market and capital opportunities.

6. Promotion and utilization of the services and resources of other MBDA programs such as:

   - National Minority Supplier Development Council (NMSDC) - which provides a brokering service matching Minority Business Enterprises with market opportunities identified by the NMSDC

- Minority Business Opportunity Committees (MBOCs) - which provide access to local federal market, capital, and management opportunities
  - State and Local Government Programs - which identify market and other business opportunities with their respective governmental entities
  - Technology Commercialization Centers (TCCs) - which assist MBDC clients that require marketing, financial or development technology assistance
  - Minority Export Development Centers (MEDCs) - which can assist MBDC client firms (capable of exporting) to secure export contracts and other exporting opportunities

MBDCs could be a valuable source of general economic, financial, and market information as well as specific information and assistance for the development and growth of entrepreneurial ventures. Vocational educators should take advantage of the services offered by MBDCs and look for opportunities to work together on programs of mutual benefit. Appendix C contains a more comprehensive description of MBDC activities along with directories of the Minority Business Development Agency regional offices and the Minority Business Development Centers.

VOCATIONAL EDUCATION SYSTEM

The Vocational Education System in the United States is designed to provide training for a broad range of individuals, accommodating clients without bias from approximately fourteen years of age to seventy and beyond, in virtually every occupational area and in all types of educational institutions. The federal government has provided leadership and financial assistance for vocational education since about 1917. State governments are responsible for delivering vocational education programs and services and usually designate the State Department of Vocational Education (administrative names of the agency vary from state to state) to develop and implement vocational education programs.* Whether the terminology used in a state is vocational education, vocational-technical education, occupational education, or occupational and adult education, the services provided nationwide are basically the same. Vocational education programs are funded through a combination of federal, state, and local funds, with the proportions varying from state to state. Programs are primarily delivered through the public educational system, including secondary schools, area vocational-technical schools, technical institutes, community and junior colleges, and colleges and universities. Figure 10 illustrates a standard delivery system. Services are provided by state administrators, state supervisors, local administrators, instructors, and college and university professors.

*See Appendix E_7 for a complete directory of State Directors of Vocational-Technical Education

VOC-ED OPPORTUNITIES IN PUBLIC SCHOOL SYSTEMS

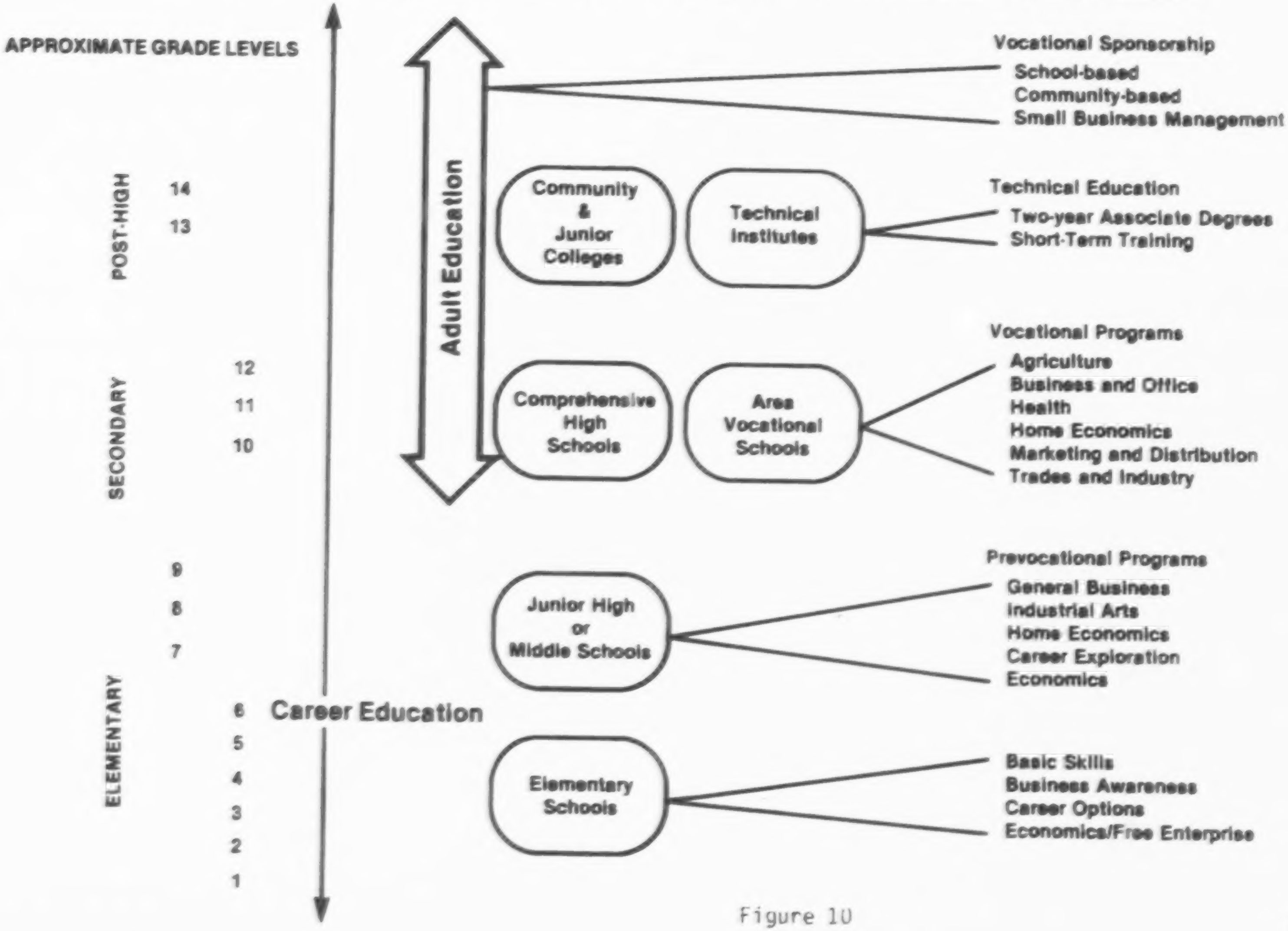

APPROXIMATE GRADE LEVELS
POST-HIGH
14
13
SECONDARY
12
11
10
9
8
7
ELEMENTARY
6
5
4
3
2
1
Career Education
Adult Education
Community & Junior Colleges
Technical Institutes
Comprehensive High Schools
Area Vocational Schools
Junior High or Middle Schools
Elementary Schools
Vocational Sponsorship
School-based
Community-based
Small Business Management
Technical Education
Two-year Associate Degrees
Short-Term Training
Vocational Programs
Agriculture
Business and Office
Health
Home Economics
Marketing and Distribution
Trades and Industry
Prevocational Programs
General Business
Industrial Arts
Home Economics
Career Exploration
Economics
Basic Skills
Business Awareness
Career Options
Economics/Free Enterprise

Figure 10

Very few vocational programs are offered to students below the ninth grade in school. However, a vast majority of the nation's public high schools offer at least one vocational program, which affords the opportunity for someone in the system to provide information and resources to teachers and students in elementary and middle or junior high schools. At the high school level, some states have vocational programs available at the ninth grade level, usually limited to home economics and agricultural programs, both of which provide valuable opportunities to acquaint students with specific entrepreneurship career options. Most vocational programs at the secondary level begin in the tenth or eleventh grades and are available in the agricultural, business and office, distribution and marketing, health, home economics, technical, and trade and industrial areas. MBDCs and other agencies working with school administrators and instructors can use this multifaceted delivery system to provide general and specific information to students and to encourage interested students to begin developing interests and commitments toward entrepreneurship. Providing information, resources, and technical assistance at the high school level is a critical link in the entrepreneurial development process.

In some states, area vocational-technical schools are designed primarily for secondary students, while in other states the area schools are designed primarily for post-high school students. In either situation, adult students are enrolled in full-time classes or evening classes. This provides opportunities for MBDCs and others to develop collaborative efforts to encourage entrepreneurship development. Many programs or courses on small business ownership and/or management are offered which impact directly on entrepreneurship and enterprise development. Educational administrators and instructors are usually very interested in developing collaborative relationships to make their programs more effective and more relevant to the needs of their students.

Community and junior colleges, as well as technical institutes, also offer many opportunities for the development of collaborative efforts to encourage entrepreneurship and enterprise development. Highly technical programs and courses are offered in these institutions and many of them provide great potential for the establishment of new enterprises. In addition, more mature students in these institutions provide viable opportunities for entrepreneurial development.

Although colleges and universities provide few vocational education programs per se, most vocational instructors are trained as teachers through colleges and universities. This offers MBDCs, as well as other agencies, the opportunity to provide relevant information about enterprise development to those potential and practicing teachers and to utilize their resources to create positive attitudes toward entrepreneurship training and careers.

As can be seen from this brief overview, the vocational education system provides access to a broad range of individuals and delivery systems touching nearly every segment of the American economy. By developing collaborative relationships, vocational educators and MBDCs can have a direct impact on the development of interest in, commitments to, and specific training for the establishment of entrepreneurial activities.

EST COPY AVAILABLE

STRATEGIES FOR COLLABORATION BETWEEN MINORITY BUSINESS DEVELOPMENT CENTERS AND THE VOCATIONAL EDUCATION SYSTEM

The educational system is probably the only public vehicle designed to meet individual needs beginning at the preschool age and continuing through postretirement. MBDCs can use this system in various ways to help accomplish many of their specified objectives. Through various strategies, MBDCs can have access to potential entrepreneurs to accomplish such things as attitude development, the provision of specific entrepreneurial information, the identification of prospective entrepreneurs, and delivery of specific entrepreneurship training activities.

Elementary Schools

Although vocational education programs are not provided directly at the elementary level, school administrators and/or teachers have the opportunity to work with MBDCs to:

- Develop student attitudes and interests. Attitudes and interests are developed at early ages and many school curricula provide information and materials that create important foundations for the careers of students. Instructors of economic and career education may find MBDC involvement useful in conveying a "real world" environment when certain aspects of their courses are taught

- Provide written materials, charts, films and filmstrips for use in regular classroom programs. The focus of such efforts is to provide information about the role of small business in the American way of life and the economy, motivational material to interest students in the idea of working for themselves rather than for someone else, and expansion of individual horizons about emerging technologies and services that will provide viable career choices in the future

Secondary Schools

Secondary schools provide broader opportunities and more specific roles for MBDCs to work directly with students in the establishment of entrepreneurship activities. Most vocational programs are designed to prepare students for employment and to provide technical skills in preparation for work. There is a vast opportunity for vocational administrators and teachers to work with MBDCs to tie technical skills to small business establishment.

A wide variety of options exists for secondary vocational teachers to work directly with MBDCs to encourage the development of enterprises. Some of the strategies that might be used are:

- MBDCs provide current facts, figures, and statistics about local entrepreneurial activities and opportunities

- MBDCs provide instructional materials and resources for teachers to use in instructional programs. Many MBDCs already have access to valuable resource materials that are not readily available to teachers

- MBDC representatives serve as resource persons to help teachers arrange tours and field trips to existing and innovative small business enterprises

- MBDCs work with vocational teachers to identify current students who possess the skills, personal characteristics, and potential motivation to establish their own businesses

- Vocational teachers work with MBDCs to identify former students who have the necessary characteristics to be entrepreneurs

Other strategies can be developed to accomplish specified goals. The most effective strategy will be determined by the working relationship established between the MBDC and the secondary school system. It is important that the MBDC and the school system establish a collaborative relationship to accomplish more effectively their mutual goals and at the same time meet the needs of the clients they serve.

Postsecondary Schools

Postsecondary vocational programs provide yet another avenue for vocational educators to assist MBDCs with the establishment of entrepreneurial activities. Participants in postsecondary vocational programs are usually more mature, have a greater sense of purpose, are more highly motivated, and are closer to entering employment than are those enrolled in secondary programs. Although many of the strategies that are appropriate at the secondary level may be used at the postsecondary level, additional opportunities may exist:

- MBDCs might arrange to have specific courses or programs of varying duration offered. Highly specific subject matter may be available to a wide population, including individuals preparing to enter business, those just starting in business, or those established in business who may be contemplating changes in their operations

- Postsecondary programs offering short courses on business management, taxes, marketing, advertising or a host of other areas could benefit MBDC clients

- By working with MBDCs, postsecondary institutions have a great opportunity to assist them in identifying potential entrepreneurs and providing service to those who may be in the initial or advanced stages of establishing their own businesses

Adult Vocational Education

Quite often local individual needs and the leadership of the local education agencies involved will be the major determining factors in deciding which educational agency (or agencies) offers adult programs. MBDCs and the offering agency can develop collaborative efforts regardless of which agency administers the adult vocational programs.

The forms of the effort will vary with the agency involved and an overall plan should be developed by the MBDC and vocational educators to ensure that the needs of entrepreneurs are accommodated. For example:

- Basic remedial skill development, technical skill development, advanced technical skill development, and business and management skill development are program areas that are already available and can be adapted/expanded to better serve MBDC clients
- Many unemployed adults, displaced workers and underemployed adults take advantage of adult vocational programs, creating an excellent pool of potential entrepreneurs with which MBDCs can work

Vocational educators have a golden opportunity to encourage the establishment of enterprises by working with Minority Business Development Centers. Concerted efforts to develop collaborative working relationships must be high on the priority list of both organizations. In addition, MBDCs and vocational educators must focus on specific goals to be achieved when working with other agencies and institutions. The schematic on the following page (Table 3) provides a brief summary of some strategies that may be valuable for vocational educators and MBDCs as they develop collaborative efforts.

Working relationships with a variety of other assistance organizations are generally necessary to make the best use of existing resources. It is obvious that area vocational schools and MBDCs have commonalities in their objectives for entrepreneurship training and different strengths in providing programs to meet these objectives. Collaborative efforts that capitalize on these differential strengths should be developed.

COLLABORATIVE STRATEGIES

EDUCATIONAL LEVELS	DELIVERY VEHICLE	AGE GROUP SERVED	ENTERPRISE DEVELOPMENT FOCUS	INSTRUCTIONAL STRATEGY
ADULT PROGRAMS	Vocational/Technical and Business Programs	Mostly above 25 yrs. of age	Getting Established Entrepreneurial Opportunities Managerial & Business Skills Business Survival	Seminars Workshops Technical Assistance Financing Information Small Business Fairs
POST-SECONDARY PROGRAMS	Vocational/Technical and Business Programs - including technologies (adult programs also offered)	Mostly young adults, post-high and college age along with adults	Small Business Establishment Operation Management Financing Advertising	Programs Seminars Consultant Services Small Business Fairs
SECONDARY/ POSTSECONDARY PROGRAMS	Area Vocational Schools Community Colleges Technical Institutes	Mostly young adults, post-high and college age along with adults	Small Business Establishment Operation Management Financing Advertising	Programs Seminars Consultant Services Small Business Fairs
SECONDARY PROGRAMS	Vocational Programs (Technical & Business) —Agriculture —Business Education —Distribution & Marketing —Health Organizations —Home Economics —Trade & Industrial (some adult programs and grades 9 - 12)	Mostly high school age with some adults	Entrepreneurship Opportunities Getting Established in Business Operating Small Businesses	Resources Technical Information Entrepreneurship Opportunities Career Days
ELEMENTARY PROGRAMS	Course in Economics Education Grades 1-8	Mostly youth	Attitudes General Small Business Information	Printed Information Resources Posters Charts

Table 3

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APPENDICES

APPENDICES INDEX

Appendix A Selected Annotated Bibliography

Appendix B Model Training Program Descriptions

Appendix C Overview of Minority Business Development Centers and Their Role in Enterprise Development

- MBDA Regional Office Directory
- Minority Business Development Center Directory

Appendix D Excerpts from Entrepreneurship in Voc Ed: A Guide for Program Planning, Davis and Zelinko, 1982

Appendix E Assistance Agencies

  Appendix E_1 Council for Education Development and Research Member-Institutions

  Appendix E_2 4-H: Listing of State Land-Grant Universities

  Appendix E_3 Joint Council on Economic Education: Directory of Affiliated Councils and Centers/Members of the National Association of Economic Educators

  Appendix E_4 American Vocational Association: Selected Materials and Order Blank

  Appendix E_5 Beacon Films - Rental Form

  Appendix E_6 Directory - State Liaison Representatives of the National Network for Curriculum Coordination of Vocational and Technical Education

  Appendix E_7 Directory - State Directors of Vocational-Technical Education

  Appendix E_8 Association of Collegiate Entrepreneurs - Participating Colleges and Universities

  Appendix E_9 Bank of America: Small Business Reporter Series - 1984 Order Blank and Price Listing

Appendix E_{10} National Alliance of Homebased Businesswomen - Directory and Membership Form

Appendix E_{11} U.S. Small Business Administration - Regional Directors, Order Form

Appendix E_{12} Small Business Institute Program - Directory

Appendix E_{13} Small Business Development Centers - Membership Directory

Appendix F A Flow Chart for Planning and Implementing a New Venture

Appendix G Characteristics of Entrepreneurs

Appendix H Entrepreneur Quotient, Success Quotient, Career Quotient - National Research Center for University and College Admissions

Appendix I ERIC Document Order Form

Appendix J *Entrepreneurship Education: Organizing to Develop Programs and Collaborative Networks* - Instructions for Ordering

APPENDIX A

SELECTED ANNOTATED BIBLIOGRAPHY

PREFACE

The Selected Annotated Bibliography as presented in this notebook references over 100 publications which have been selected for their relevance to entrepreneurship education and training. Each publication is described in detail on a separate page.

Preceding the publication description are two indexes to the biblipgraphy. This first index of items is arranged in alphabetical order by author. For each item, the index gives the page number of Appendix A on which the publication is described in greater detail. Each item is also assigned the appropriate code(s) which indicates special features of the material as described in the coding system below. The second index of items is arranged in alphabetical order by title.

Following the indexes are five matrixes designed to assist notebook users to identify those materials best suited to their needs. Each matrix represents one of the five developmental stages in the Entrepreneurship Education Model introduced in Chapter II: Stage One - Awareness, Stage Two - Development of Business and Technical Skills, Stage Three - Application of Occupational Skills and Entrepreneurship Competencies, Stage Four - Venture/ Enterprise Development, and Stage Five - Assessment. Bibliography entries are listed by page number on the appropriate matrix; for example, if the book/film/article is primarily targeted toward practicing small business owners, it will appear on the matrix for Stage Five - Assessment. Materials are also categorized according to the vocational education field of service for which they are most appropriate, their suitability for use by the business community, minority orientation, and whether or not they contain strategies for teachers.

CODING SYSTEM FOR BIBLIOGRAPHICAL ENTRIES

A. Material covers core topics involved in entrepreneurship training

B. Material is suitable for use by the business community

C. Vocational education field of service addressed is:

  1) Generally transferable to most fields of service
  2) Agriculture
  3) Business and Office

    4) Health Occupations
    5) Home Economics
    6) Industrial Arts
    7) Marketing and Distribution
    8) Technical
    9) Trade and Industrial

D. Material is minority oriented

E. Material contains strategies for the classroom teacher

SELECTED ANNOTATED BIBLIOGRAPHY

INDEX: ALPHABETICAL BY AUTHOR

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New Businesses Women Can Start and Successfully Operate: The Woman's Guide to Financial Independence by Mary Leslie and David D. Seltz	56	B,C-1
New Venture Strategies by Karl H. Vesper	104	B,C-1
Operating Your Own Business by Harley Schlichting	89	A,C-7,E
Organizing Small Business Programs in Community Colleges by Robert E. Nelson, *et al.*	72	C-1

Title and Author	Page Number	Coding
Owning and Operating a Small Business by Robert E. Nelson, James A. Leach and Thomas J. Scanlon	71	A,C-1,E
Personnel Development for Entrepreneurs by Julie Boettcher and Ron Hutkin	10	A,C-1,E
Pilot Program to Provide Ownership Skills to Seniors in the Vocational Technical Schools and Other Educational Institutions Year Two: Final Report, A by the Connecticut State Department of Education	22	A,C-1
Preparation for Self Employment: A New Dimension in Vocational Education by the National Advisory Council on Vocational Education	68	C-1
Preparing for Entrepreneurship by Kenneth L. Rowe and Roger W. Hutt	83	A,C-7,E
Principles of Small Business Management by William N. MacFarlane	57	A,C-1,E
Program for Acquiring Competence in Entrepreneurship (PACE), Revised by M. Catherine Ashmore and Sandra G. Pritz	2	A,C-1,E
Resource Guide of Existing Entrepreneurship Materials by Carolyn McFarlane and Pamela Colby	65	C-1
Risk Management and Business Insurance, 12 Minute filmstrip or slide presentation distributed by the Insurance Information Institute	46	A,B,C-1
Small Business Enterprises for Workers With Disabilities by Charles S. Richman	82	A,B,C-1
Small Business Goes to College by Robert O. Bauer	6	A,C-1,E
Small Business Guide to Borrowing Money, The by Richard Rubin and Philip Goldberg	84	A,B,C-1
Small Business Ideas for Women and How to Get Started by Terri Hilton	40	B,C-1
Small Business: Look Before You Leap - A Catalog of Sources of Information to Help You Start and Manage Your Own Small Business by Louis Mucciolo	67	B,C-1

Title and Author	Page Number	Coding
Small Business Management and Ownership. Vol. 3: Location Decisions - A Simulation by Jo Shuchat and Judith Otto	92	C-1,7,E
Small Business Management Fundamentals by Dan Steinhoff	96	A,C-1,E
Small Business Management: Going Into Business Modules for Adult and/or Post-Secondary Instruction by Fred Rice, et al.	81	A,C-1,E
Small Business Management Instructor's Manual by Joseph A. Jeanneau, Dennis Anderson, Douglas Murray and William Logan	47	A,C-1,D, E
Small Business Ownership, Management, Entrepreneurship: A Model for Vocational Education Program Development in Entrepreneurship by Jim Walden	105	A,C-1,E
Small Business Management: Planning and Operation by William D. Hailes, Jr., and Raymond T. Hubbard	39	A,B,C-1
Small Business Survival Guide - Sources of Help for Entrepreneurs, The by Joseph R. Mancuso	58	A,B,C-1, D
Something Ventured, Something Gained: An Advanced Curriculum for Small Business Management, Volume II by Jo Shuchat, Nancy Holt and Mary Lewis Regal	91	A,C-7,D, E
Sourcebook for Improving Post-Secondary Education for Self-Employment by Gene M. Winter	107	A,C-1,E
Start Your Own Store: Managing, Merchandising, and Evaluating by Sidney Packard and Alan J. Carron	73	A,B,C-7
Starting and Operating a Business in California by Michael D. Jenkins	48	A,B,C-1,E
Starting Your Own Marketing Business, 2nd ed. by Vivien K. Ely and Michael T. Barnes	28	A,C-1,7, E
Strategies for Minority Businesses by Luanna C. Blagrove	9	B,C-1,D

Title and Author	Page Number	Coding
Urban Business Profiles--An Examination of the Opportunities Offered by 18 of the Most Common Types of Small Businesses and a Guide to Their Establishment and Successful Management: Volume I. Small Research Library Series by Gale Research Company	35	A,B,C-5, 7,8,9,D
U. S. Small Business Administration Publications: April 1981	102	B
Woman's Guide to Her Own Franchised Business, A, 3rd ed. by Anne Small and Robert S. Levy	93	B,C-1
Woman's Guide to Starting a Business, The, 2nd ed. by Claudia Jessup and Genie Chipps	49	A,B,C-1
"Women in the Rural Economy: Employment and Self-Employment" by Ptarsmigan Teal	98	C-1,E
Women Working Home: The Homebased Business Guide and Directory by Marion Behr and Wendy Lazar	8	A,B,C-1, 5,D

STAGE ONE: AWARENESS
MATERIALS FOR DEVELOPMENT OF BASIC SKILLS & ENTREPRENEURIAL IDEAS

VOCATIONAL EMPHASIS AREA	General	Agriculture	Business & Office	Health	Home Economics	Industrial Arts	Marketing & Distribution	Technical	Trade & Industrial
Contains Basic Core Topics for Entrepreneurship Training	1, 2, 14, 15, 26, 29, 33, 45, 65, 68, 69, 70, 71, 87, 95								
Of Interest to the Business Community	2								
Minority Concerns are Emphasized	15, 33								
Contains Strategies for Classroom Instruction	2, 14, 33, 45, 70, 71, 87, 95	21	21	21	21	21	21		

STAGE TWO: DEVELOPMENT
MATERIALS FOR DEVELOPMENT OF BASIC TECHNICAL AND BUSINESS SKILLS

VOCATIONAL EMPHASIS AREA	General	Agriculture	Business & Office	Health	Home Economics	Industrial Arts	Marketing & Distribution	Technical	Trade & Industrial
Contains Basic Core Topics for Entrepreneurship Training	2, 14, 15, 16, 17, 22, 23, 26, 28, 29, 33, 39, 41, 44, 45, 46, 50, 53, 54, 55, 63, 65, 68, 69, 70, 71, 85, 87, 89, 91, 95	85	20, 85	85	32, 85		4, 5, 7, 28, 42, 44, 53, 85, 89, 91	85	85
Of Interest to the Business Community	2, 39, 46, 54						7		
Minority Concerns are Emphasized	15, 33, 41, 90, 91, 98,						41, 90, 92		
Contains Strategies for Classroom Instruction	2, 12, 14, 23, 28, 33, 41, 44, 45, 46, 50, 53, 63, 70, 71, 85, 87, 89, 90, 91, 92, 95, 98, 108	21, 85	20, 21, 85	21, 85	21, 32, 85	21	4, 5, 21, 28, 41, 44, 53, 85, 89, 90, 91, 92	21, 85	21, 85

ERIC Documents, How to Order: Revised April 1981.

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Narrative:

See Appendix I for a current order form.

* Cost - Microfiche: 97¢ up to 480 pages; 20¢ additional for each 96 pages or part thereof.
Paper: $2.15 for each 25 pages; $1.75 additional for each 25 pages or part thereof.

B, C-1, D

Ewing, Samuel D., and Maloney, Clifton H. Minority Capital Resource Handbook: A Guide to Raising Capital for Minority Entrepreneurs. 2nd ed. Washington, D.C.: Security Industry Minority Capital Foundation, 1980. (ED 198 324).

Availability: Address: Securities Industry Minority Capital Foundation
490 L'Enfant Plaza East, S.W.
Washington, D.C. 20024

Cost:
$5.00 1- 10 copies
$2.00 11-100
$1.00 101 or more

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Narrative:

This handbook consists of a guide for raising capital for minority entrepreneurs. The first section deals with the process of raising capital. Then, the realities of raising capital, intermediaries and financial advisors, and assessing needs are outlined. Factors considered in evaluating the entrepreneurial team and the venture are discussed. Six points to consider when presenting a proposal to an investor are examined, and a sample proposal is provided. The investigation and negotiation stages and postfinancing relationships are also described. Individual investors and various institutions are discussed as potential sources of capital. The following types of institutions are included: commercial banks, the Small Business Administration, small business investment companies, venture capital firms, corporate venture capital activities, and Minority Enterprise Small Business

Narrative: Continued

Investment Companies (MESBICs). MESBICs in twenty-one states (California, Connecticut, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Michigan, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Texas, Virginia, Washington, West Virginia, and Wisconsin) are listed. A page of miscellaneous sources and a brief bibliography are provided.

A, C-5, E

Fanslow, Alyse M. and Compton, Cheryl W. *Entrepreneurship: A Sr. High School Home Economics Career Exploration Unit.* Ames, Iowa: Iowa State University Bookstore, 1981. (ED 205-722).

Availability: Address: University Bookstore
Memorial Union
Iowa State University
Ames, Iowa 50011

Cost: $6.70 (PB)

Copyrighted: _____ Yes X No
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Pamphlet/Brochure	
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Material is part of a series: _____ Yes X No
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Narrative:

This unit was developed to assist high school home economics teachers in incorporating an entrepreneurial dimension into their programs. The materials are designed for exploratory purposes. The unit contains 15 lessons with objectives, generalizations, and classroom activities. Each lesson is designed for a 50-minute class period. The lessons contain background information for teachers in addition to student worksheets, student reference sheets, guest speaker guidesheets, vocabulary lists, and achievement tests. Activities include case studies, field trips, readings, guest speakers, and class discussions. A small group format is suggested. The 15 units cover the following topics: nature of small business, goal setting, product determination, advertising, business location, business expenses and capital, banker visit, types of business organizations, financial management, business recordkeeping, customer employee relations, small business owner visit, and self-evaluation of small business ownership. The last unit is an achievement test; possible assignments for make-up work also are given.

33

A,B,C-1,D,E

Free Enterprise At Work. 30-minute sound film (or video) produced by Bailey Studios, Houston, TX, in cooperation with the Center for Private Enterprise, Baylor University, Waco, TX, 1984.

Availability: Address:

Purchase
World Research, Inc.
11722 Sorrento Valley Rd.
San Diego, CA 92121
1-800-972-3635

Rental
University of Illinois Film Center
1325 South Oak
Champaign, IL 61820
1-800-367-3456

Cost:
$475.00 (16 mm)
$356.00 (Video)
$ 24.50 (Rental)

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Material is part of a series: ____ Yes X No
Material can stand alone: X Yes ____ No
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Narrative:

This film is designed to make students aware of the importance of entrepreneurship, the possibility of becoming entrepreneurs as a career choice, and how entrepreneurs create jobs. Stress is also placed on the relationship between political and economic freedom. The film tells the stories of nine entrepreneurs. Three of these individuals have successfully started and expanded their firms into multimillion dollar operations. Three others have just recently begun and are still experiencing the pain as well as the pleasure of venture initiation. The last three entrepreneurs are high school students who have already gone into business for themselves. A complete teacher's guide is available that is keyed to the film.

A, C-1

Free Enterprise Institute, The. Free Enterprise Resource Index. 3rd ed.
Ada, MI: The Free Enterprise Institute, 1981.

Availability: Address: The Free Enterprise Institute
7575 East Fulton Road
Ada, MI 49355
(616) 676-6986

Cost: $2.00 (PB)

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Narrative:

The Free Enterprise Resource Index is divided into five sections. They include: (1) Films, Filmstrips, Video Cassettes (arranged by grade level); (2) Books; (3) Periodicals, Essays, Reports; (4) Organizations; and (5) Corporate Programs and Resources. The purpose of this document is to provide a comprehensive listing of materials, organizations, programs and resources dedicated to the advancement of free enterprise and entrepreneurship.

A, B, C-5, 7, 8, 9, D

Gale Research Company. *Urban Business Profiles--An Examination of the Opportunities Offered by 18 of the Most Common Types of Small Businesses and a Guide to Their Establishment and Successful Management: Volume I. Small Research Library Series*. Detroit: Gale Research Company, 1979.

Availability: Address: Gale Research Company
Book Tower
Detroit, MI 48226

Cost: $65.00 (HB)

Copyrighted: __X__ Yes _____ No
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Material is part of a series: __X__ Yes _____ No
Material can stand alone: __X__ Yes _____ No
Material is intended for supplemental use only _____ Yes __X__ No

Narrative:

This book is a republication of a series of studies profiling eighteen types of businesses most commonly started by minorities in urban population centers. The businesses include: Beauty Shops, Bowling Alleys, Building Service Contractors, Children's and Infant's Wear, Contract Construction, Contract Dress Manufacturing, Convenience Stores, Customer Plaster Industries, Dry Cleaning, Furniture Stores, Industrial Laundries and Linen Supply, Machine Shop Job Work, Mobile Catering, Pet Shops, Photographic Studios, Real Estate Brokerage, Savings & Loan Associations, and Supermarkets. (The original publications were initially commissioned by the United States Department of Commerce but are no longer available through official government channels.) The business profiles include a description of the industry or service provided, information on the nature of the product and the potential customer, an analysis of business feasibility, projections of attainable returns on investment, and special considerations or factors which may prove favorable to those considering establishing new urban-related minority ventures. In addition, guidance in establishing a business, especially with regard to financing, is provided. Finally, each study closes with a useful bibliography and a list of relevant trade organizations.

BEST COPY AVAILABLE

B, C-9, D

Glover, Robert W. Minority Enterprise in Construction. New York: Praeger Publishers, 1977.

Availability: Address: Praeger Special Studies
200 Park Avenue
New York, NY 10017

Cost: $18.50 (HB)

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Narrative:

This is a report of a research study on minority contractors sponsored by the U.S. Department of Labor. The book summarizes the research, provides a profile of minority contractors and their unique problems, summarizes obstacles in upgrading minority contractors, discusses approaches to upgrading minority contractors, and describes joint ventures and minority contractor associations. Conclusions and recommendations are provided.

The study itself relied primarily on interview data from 340 Black, Spanish-heritage, Asian-American, and Chinese-American contractors. (There were 25 white contractors in the group.) Contractors in the mechanical trades were given special attention. Four areas of concern comprised the interview: (1) background of the contractor, (2) profile of the firm, (3) problems with the firm, and (4) the contractor's view of upgrading efforts. To supplement this information obtained from contractors, interviews were also conducted with 30 union officials, civil rights leaders, government officials, contractors' association staff members, surety agents, and others. The end result is the publication of this text designed to provide information on upgrading minority contractors.

A, B, C-5, 7, E

Greenwood, K. M., et al. Apparel Shop Entrepreneurship. Stillwater, OK: Center for Apparel Marketing and Merchandising, Oklahoma State University, 1980.

Availability: Address: Center for Apparel Marketing & Merchandising
HEW 306
Oklahoma State University
Stillwater, OK 74078

Cost: $50.00 (HB)

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Narrative:

The materials consist of five self-paced, self-evaluative instructional learning packages. These materials are self-instructional and can be used with or without a facilitator. The materials are designed to develop a comprehensive business plan for individuals considering starting their own retail apparel stores. An introductory learning packet is included with complete instructions for the user/s. The four additional learning packets are in the areas of accounting and control, buying and merchandising, operations and management, and advertising and promotions. Each of the four units includes two or more modules and an individual store plan. Each module contains learning activities, simulated exercises, and preferred readings. Also included are suggestions for extended learning experiences in the local community.

A, B, C-1

Gustafson, Ray. Buying, Selling, Starting a Business. Fort Calhoun, NE: Gustafson Horseshoe Corp., 1982.

Availability: Address: GHC
1314 Monroe Street
Fort Calhoun, NE 68023

Cost: $9.95

Copyrighted:	X	Yes		No
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Other	

Material is part of a series:		Yes	X	No
Material can stand alone:	X	Yes		No
Material is intended for supplemental use only		Yes	X	No

Narrative:

The book's primary purpose is to provide individuals with the necessary information to start, buy or sell a business. The book is divided into nine chapters dealing with the selection of a CPA, Attorney, Broker, Insurance Agent, and Franchise. The basis for this book is experience rather than theory. A variety of examples is included; the examples are incorporated in an understandable manner and highlight the essential elements of business transactions.

BEST COPY AVAILABLE

A, B, C-1

Hailes, William D., Jr., and Hubbard, Raymond T. Small Business Management: Planning and Operation. New York: Van Nostrand Reinhold Company, 1977.

Availability: Address: 450 West 33rd Street
New York, NY 10001
(ISBN 0-442-23020-6)

Cost: $11.80 (PB)
$2.20 (Instructor's Guide)

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Material is intended for supplemental use only ___ Yes X No

Narrative:

This text focuses on opportunities in the free enterprise system as discussed in terms of seven kinds of small businesses: production, distribution, retailing, personal services, professional services, financial, and public utilities. Other topics include problems of entrepreneurship, types of business organization, layout and facilities, financing the business, recordkeeping, law and insurance, sales promotion, and personnel management. Small businesses are described by the SBA as having $5 million to $15 million in wholesale sales, $1 million to $5 million in retail sales or construction receipts, or as a manufacturing plant with fewer than 1500 employees. Ninety-five percent of all businesses in the U.S. are "small"; 51% of the total civilian work force is employed by small businesses. This text is divided into ten units (chapters). Each unit contains objectives, textual material, vocabulary lists, multiple choice and essay self-evaluations (no answers provided), and a variety of suggested learning activities.

B, C-1

Hilton, Terri. Small Business Ideas for Women and How to Get Started. New York: Pilot Industries, Inc., 1975.

Availability: Address: Pilot Industries, Inc.
347 Fifth Avenue
New York, NY 10016

Cost: $2.00 (PB)

Copyrighted:	X Yes	No
Public Domain:	Yes	X No

Print:

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Audio	
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Other	

Material is part of a series:	Yes	X No
Material can stand alone:	X Yes	No
Material is intended for supplemental use only	Yes	X No

Narrative:

This book provides ideas for 21 small businesses especially appropriate for women that can be started with a modest investment. Many of the businesses can be operated from the home on a part-time basis. The author begins with a brief discussion on how to start and promote a business; and then, in one page or less, discusses the following businesses: flea market stores, bookstores, producing art shows, rerun shops, part-time florists, specialized crafts shops, maid or cleaning services, picture framing shops, selling sweet smelling things, operating tourist homes, babysitting registries, home catering businesses, home cooking schools, fix-it shops, typing service, modeling, paper flower making, bottle gardens, manufacturing businesses, inventing marketing games, and shopping guide publishers. The discussion for each of the businesses varies but provides ideas on such topics as location, where to get merchandise, recordkeeping, and personnel. For each of these businesses, the author provides additional resources for the interested entrepreneur.

A, C-1, 7, D, E

Holt, Nancy; Shuchat, Jo; and Regal, Mary Lewis. Minding Your Own Small Business: An Introductory Curriculum for Small Business Management. Belmont, Mass.: CRC Education and Human Development, Inc., 1979. (ED 173 623).

Availability: Address: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock No. 017-080-02000-9
(202) 783-3238 or Telex (#710-822-9413)

Cost: $7.25 (PB)
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Narrative:

This curriculum guide is intended for use in an introductory course for secondary and postsecondary students interested in beginning a small business venture. The guide is organized into ten units: (1) What's It All About, (2) Forms of Business, (3) Marketing, (4) Location, (5) Systems and Records, (6) Promotion,(7) Pricing, (8) Human Relations, (9) Financing a Business, and (10) Effects of Business Decisions. A summary page including synopsis of unit content, learning objectives, teaching strategies, miniproblems, and references is provided at the beginning of each unit. Also included are teacher and student materials needed for use in the unit and a glossary of financial terms.

42

A, B, C-1

Huddleston, Kenneth. The Economic Development Opportunity. Appleton, WI: Fox Valley Technical Institute, 1982.

Availability: Address: Bookstore
Fox Valley Technical Institute
1825 N. Bluemound Dr.
P. O. Box 2277
Appleton, WI 54913-2277
(414) 735-5764

Cost: $3.50 (PB)
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Other	____		

Material is part of a series: __X__ Yes ____ No
Material can stand alone: __X__ Yes ____ No
Material is intended for supplemental use only ____ Yes __X__ No

Narrative:

The purpose of this document is to present a step-by-step guide to the planning and implementation of a district economic development program. An historical perspective and arguments for economic development are also provided. The focus of this work reinforces the fundamental purpose of entrepreneurship which is economic growth through the private sector.

A, B, C-1

Huddleston, Kenneth. The Economic Plan. Appleton, WI: Fox Valley Technical Institute, 1982.

Availability: Address: Bookstore
Fox Valley Technical Institute
1825 N. Bluemound Dr.
P. O. Box 2277
Appleton, WI 54913-2277
(414) 735-5764

Cost: $3.50 (PB)

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Instruction Guide(s) ____
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure ____
Monograph ____
Microfiche ____
Other ____

Nonprint:
Transparency ____
Film ____
Filmstrip ____
Video ____
Audio ____
Display (posters, etc.) ____
Other ____

Material is part of a series: __X__ Yes ____ No
Material can stand alone: __X__ Yes ____ No
Material is intended for supplemental use only ____ Yes __X__ No

Narrative:

This document provides the organizational structure and operational activities of an economic development organization. This work matrixed well with the material provided in The Economic Development Opportunity which is also written by the Fox Valley Technical Institute. Provided in this material are: (1) the Advisory Committee System, (2) the Economic Development Coordinator's Responsibility, (3) Technical Consultants, (4) Implementors, and (5) Economic Development Resource Board.

A, C-1, 7, E

Hutt, Roger W. Creating a New Enterprise. Cincinnati, Ohio: South-Western Publishing Co., 1982.

Availability: Address: South-Western Publishing Co.
Cincinnati, Ohio 94010

Cost: $5.50 (PB) (School Discount Price)

Copyrighted: X Yes ___ No
Public Domain: ___ Yes X No

Print:

Softback text/book(s)	X
Modular unit(s)	
Instruction Guide(s)	
Lesson Plan(s)	
Test(s) & Test Key(s)	X
Simulation/Gaming	
Pamphlet/Brochure	
Monograph	
Microfiche	
Other	

X Learning activities
X Teacher's Manual

Nonprint:

Transparency	
Film	
Filmstrip	
Video	
Audio	
Display (posters, etc.)	
Other	

Material is part of a series: ___ Yes X No
Material can stand alone: X Yes ___ No
Material is intended for supplemental use only ___ Yes X No

Narrative:

This softback text is intended for use in a high school setting, primarily with marketing and distributive education students. The six chapters include (1) discovering the world of small enterprise, (2) examining entrepreneurship as a career, (3) finding new enterprise ideas, (4) planning a new enterprise, (5) putting the plan into action, and (6) preparing a financial plan. Illustrations are provided throughout the text to supplement the reading. Student activities provided at the end of each chapter include matching vocabulary exercises, short-answer questions, and case studies. A teacher's manual is also available and includes teaching tips, tests, test keys, etc.

A, C-1, E

Hutt, Roger W. Discovering Entrepreneurship. Cincinnati, Ohio: South-Western Publishing Co., 1982.

Availability: Address: South-Western Publishing Co.
Cincinnati, Ohio 94010

Cost: $126.00 (4 Films and Cassettes) (School Discount Price)

Copyrighted: X Yes ____ No
Public Domain: ____ Yes X No

Print:
Complete text/book(s) ____
Modular unit(s) ____
Instruction Guide(s) ____
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure ____
Monograph ____
Microfiche ____
Other ____

Nonprint:
Transparency ____
Film ____
Filmstrip X
Video ____
Audio X
Display (posters, etc.) ____
Other ____

Material is part of a series: X Yes ____ No
Material can stand alone: ____ Yes X No
Material is intended for supplemental use only X Yes ____ No (Primarily)

Narrative:

This set of four filmstrips and two audio-cassettes correlates in part with the textbook, Creating a New Enterprise, by Roger W. Hutt. The audiovisuals, however, may be used to supplement other entrepreneurship materials for high school students. The titles of the four filmstrips include (1) The World of the Entrepreneur, (2) Roads to Entrepreneurship, (3) Legal Forms of Business Enterprise, and (4) Procedures for Planning New Enterprise. The filmstrips are designed to introduce major topics on entrepreneurship to high school students.

A, B, C-1

Insurance Information Institute. Risk Management and Business Insurance. 12 minute filmstrip or slide presentation. 1981. Distributed by the Insurance Information Institute, New York, NY.

Availability: Address: Insurance Information Institute
Consumer Affairs and Education Division
110 William Street
New York, NY 10038

Cost: $20.00 (Filmstrip)
$25.00 (Slides)

Copyrighted: X Yes ____ No
Public Domain: ____ Yes X No

Print:
Complete text/book(s) ____
Modular unit(s) ____
Instruction Guide(s) X
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure ____
Monograph ____
Microfiche ____
Other ____

Nonprint:
Transparency ____
Film ____
Filmstrip X
Video ____
Audio X
Display (posters, etc.) ____
Other ____

Material is part of a series: ____ Yes X No
Material can stand alone: X Yes ____ No
Material is intended for supplemental use only ____ Yes X No

Narrative:

The purpose of this filmstrip is to help business people who wish to become owners of their own firms, to identify risks and develop strategies to cope with them. A major portion of this filmstrip is devoted to insurance information for business since insurance is an important part of a business person's overall risk management program. This filmstrip serves as a guide to the would-be entrepreneur, and as an educational tool for students.

47

A, C-1, D, E

Jeanneau, Joseph A.; Anderson, Dennis; Murray, Douglas; and Logan, William. Small Business Management Instructor's Manual. Volumes I, II, III, and IV. 3rd rev. ed. Prince Albert, Saskatchewan, Canada: Training Research and Development Station, Department of Manpower and Immigration, 1973. (ED 082 052).

Availability: Address: Training Research and Development Station
Department of Manpower and Immigration
Prince Albert, Saskatchewan, Canada

Cost: $29.95 (HB)
_____

Copyrighted: __X__ Yes _____ No
Public Domain: _____ Yes __X__ No

Print:
Complete text/book(s) _____
Modular unit(s) _____
Instruction Guide(s) __X__
Lesson Plan(s) __X__
Test(s) & Test Key(s) _____
Simulation/Gaming _____
Pamphlet/Brochure _____
Monograph _____
Microfiche __X__
Other _____

Nonprint:
Transparency __X__
Film _____
Filmstrip _____
Video _____
Audio _____
Display (posters, etc.) _____
Other _____

Material is part of a series: _____ Yes __X__ No
Material can stand alone: __X__ Yes _____ No
Material is intended for supplemental use only _____ Yes __X__ No

Narrative:

These materials are contained in four volumes and were developed to prepare adults of Indian ancestry to own and manage their own small businesses. The course is divided into nine subjects including the management process; marketing management; finance, accounting, and bookkeeping; personnel management; business law; personal finance; business communication; production management; and office procedures. The course requires approximately five months of full-time instruction (500 hours). Each instructional guide includes an overview, objectives, reference materials, resources required, methods, directions for using training techniques, and indicators (evaluative methods).

Information regarding administering the program is also provided in such areas as recruiting and selecting students, instructor training, funding, and follow-up counseling.

A,B,C-1,E

Jenkins, Michael D. Starting and Operating a Business in California.
Sunnyvale, CA: Oasis Press, 1980.

Availability: Address: P.S.I. Research, Inc.
Oasis Press
1287 Lawrence Station Road
Sunnyvale, CA 94089
(408) 745-1103

Cost: $26.95 (Binder)

Copyrighted: __X__ Yes _____ No
Public Domain: _____ Yes __X__ No

Print:
Complete text/book(s) __X__
Modular unit(s) _____
Instruction Guide(s) __X__
Lesson Plan(s) _____
Test(s) & Test Key(s) _____
Simulation/Gaming _____
Pamphlet/Brochure _____
Monograph _____
Microfiche _____
Other _____

Nonprint:
Transparency _____
Film _____
Filmstrip _____
Video _____
Audio _____
Display (posters, etc.) _____
Other _____

Material is part of a series: _____ Yes __X__ No
Material can stand alone: __X__ Yes _____ No
Material is intended for supplemental use only _____ Yes __X__ No

Narrative:

The material includes the essential elements to start and operate a business in California. The text narrows its scope and usefulness because of its focus on California's business laws; however, the material presented does provide an adequate foundation. The first section of the book examines the preliminary considerations for going into business and includes the selection of the legal form in which the business will operate and the advantages and disadvantages of buying an existing business. State and federal licensure and taxation constitute the primary focus of this book. A comprehensive resource section is provided and it includes personal services, ERISA compliance, OSHA regulations and other information related to entrepreneurship.

A, B, C-1

Jessup, Claudia, and Chipps, Genie. The Woman's Guide to Starting a Business. 2nd ed. New York: Holt, Rinehart, and Winston Publishing Co., 1980.

Availability: Address: Holt, Reinhart, and Winston
383 Madison Avenue
New York, NY 10017

Cost: $12.95 (HB)
$7.05 (PB)

Copyrighted: __X__ Yes ____ No
Public Domain: ____ Yes __X__ No

Print:
Complete text/book(s) __X__
Modular unit(s) ____
Instruction Guide(s) ____
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure ____
Monograph ____
Microfiche ____
Other ____

Nonprint:
Transparency ____
Film ____
Filmstrip ____
Video ____
Audio ____
Display (posters, etc.) ____
Other ____

Material is part of a series: ____ Yes __X__ No
Material can stand alone: __X__ Yes ____ No
Material is intended for supplemental use only ____ Yes __X__ No

Narrative:

In 1972 there were only 400,000 female-owned businesses in America--3.1% of the total. By 1979 there were nearly 1,000,000. This text begins by discussing some of the reasons for this dramatic rise and then deals with the preliminary tasks involved with starting a business such as getting the idea, buying a business or franchise, planning, dealing with the legal aspects, finding the right accountant, pricing, and obtaining credit and insurance. It further discusses operating tasks such as promotion, paperwork, marketing, taxes, and personnel. The second half of the book deals with case histories of success-ful women entrepreneurs in six general areas of business: retailing, services, home services, food, manufacturing, and franchises. A description of a business is given, followed by the owner of the business sharing her experiences in the enterprise.

A, C-1, E

Kalangi, Christopher J., *et al*. *The Development of Entrepreneurs through Vocational Education: Introduction to Entrepreneurship*. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1975. (ED 147 771).

Availability: Address: Through ERIC

Cost: ERIC Document Ordering Instructions and Charges

_____

Copyrighted: _____ Yes __X__ No
Public Domain: __X__ Yes _____ No

Print:
Complete text/book(s) _____
Modular unit(s) __X__
Instruction Guide(s) __X__
Lesson Plan(s) _____
Test(s) & Test Key(s) _____
Simulation/Gaming _____
Pamphlet/Brochure _____
Monograph _____
Microfiche __X__
Other _____

Nonprint:
Transparency _____
Film _____
Filmstrip _____
Video _____
Audio _____
Display (posters, etc.) _____
Other _____

Material is part of a series: __X__ Yes _____ No
Material can stand alone: __X__ Yes _____ No
Material is intended for supplemental use only _____ Yes __X__ No

Narrative:

This curriculum guide is designed for first-year students in postsecondary technical schools. The materials are comprised of 22 modularized instructional subunits designed to create among the students: (1) an awareness of entrepreneurship; (2) motivation for exploring entrepreneurship as a career option; (3) an acquaintance with the skills, knowledge, and attitudes required of an entrepreneur; and (4) an insight into the problems and prospects inherent in entrepreneurship. Each of the 22 subunits is organized into four major units: concept factors, personal factors, world factors, and managerial factors. Each unit begins with a brief introduction describing the major topics developed in the subunits. The subunits are designed to be taught in forty-four 50-minute sessions. Each subunit includes overall and enabling objectives, resources, suggested advance preparation for the teacher, instructional activities, recommended class time, and a bibliography. The major topics relative to entrepreneurship are developed in the subunits.

A,B,C-1

Kent, Calvin A. The Environment for Entrepreneurship. Lexington, MA: Lexington Books, 1984.

Availability: Address: Lexington Books
D. C. Heath & Company
125 Spring Street
Lexington, MA 02173
(617) 862-6650

Cost: $33.00 (HB)
______

Copyrighted: __X__ Yes ______ No
Public Domain: ______ Yes __X__ No

Print:
Complete text/book(s) __X__
Modular unit(s) ______
Instruction Guide(s) ______
Lesson Plan(s) ______
Test(s) & Test Key(s) ______
Simulation/Gaming ______
Pamphlet/Brochure ______
Monograph ______
Microfiche ______
Other ______

Nonprint:
Transparency ______
Film ______
Filmstrip ______
Video ______
Audio ______
Display (posters, etc.) ______
Other ______

Material is part of a series: ______ Yes __X__ No
Material can stand alone: __X__ Yes ______ No
Material is intended for supplemental use only ______ Yes __X__ No

Narrative:

This book analyzes the current burst of entrepreneurial activity and explains how government policies can improve the environment for entrepreneurship. It advocates a revival of the traditional process of innovation and venture intitiative and laments the short-run-profit orientation that taxes and regulations have forced on managers.

The topics covered in this text are as follows: The rediscovery of the entrepreneur; The entrepreneurial event; The entrepreneurial process; The fiscal environment for entrepreneurship; Taxation and the entrepreneurial environment; Regulation and the entrepreneurial environment; Patents and the entrepreneurial environment; The European environment for entrepreneurship; The new entrepreneurs; Index.

Kent, Calvin; Sexton, Donald L.; and Vesper, Karl H. Encyclopedia of Entrepreneurship. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982.

Availability: Address: Prentice-Hall, Inc.
Order Department
200 Old Tappan Road
Old Tappan, NJ 07675
(201) 767-5049

Cost: $32.00 (HB)
_____

Copyrighted: __X__ Yes _____ No
Public Domain: _____ Yes __X__ No

Print:
Complete text/book(s) __X__
Modular unit(s) _____
Instruction Guide(s) _____
Lesson Plan(s) _____
Test(s) & Test Key(s) _____
Simulation/Gaming _____
Pamphlet/Brochure _____
Monograph _____
Microfiche _____
Other _____

Nonprint:
Transparency _____
Film _____
Filmstrip _____
Video _____
Audio _____
Display (posters, etc.) _____
Other _____

Material is part of a series: _____ Yes __X__ No
Material can stand alone: __X__ Yes _____ No
Material is intended for supplemental use only _____ Yes __X__ No

Narrative:

This book explores the history, psychology, sociology and social dimensions of entrepreneurship. The concept of venture creation is examined and chapters addressing risk and capital research are included. The relationship between entrepreneurship and small business and internal corporate strategies are revealed. Economic development and growth through the theory of entrepreneurship is provided. Research models, issues, and the need for education for entrepreneurship is the final focus of this text. The book is academically written and contains excellent references. The book is well suited for academic environments examining the theory and application of entrepreneurship.

A, C-1, 7, E

Kuebbler, Gary L. Going Into Business For Yourself. Columbus, Ohio: Distributive Education Materials Laboratory, The Ohio State University, n.d. (ED 112 237).

Availability: Address: Instructional Materials Lab
The Ohio State University
154 W. 12th Avenue, # 139
Columbus, Ohio 43210

Cost: $5.00 (Plus postage and handling)

Copyrighted: ____ Yes __X__ No
Public Domain: __X__ Yes ____ No

Print:
Complete text/book(s) ____
Modular unit(s) ____
Instruction Guide(s) __X__
Lesson Plan(s) __X__
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure __X__
Monograph ____
Microfiche ____
Other ____

Nonprint:
Transparency ____
Film ____
Filmstrip ____
Video ____
Audio ____
Display (posters, etc.) ____
Other ____

Material is part of a series: ____ Yes __X__ No
Material can stand alone: __X__ Yes ____ No
Material is intended for supplemental use only ____ Yes __X__ No

Narrative:

This curriculum guide is intended for use with 11th and 12th grade marketing and distributive education students. It is designed to help students gain an understanding of the problems and decisions that entrepreneurs face and to obtain skills necessary in operating a small business. Included in the guide are 15 lesson plans with accompanying handouts and transparency masters. A student project simulating starting and managing a business is included. Major topics are ownership and control, store image, financing the business, location, the building, personnel policies, behind-the-scenes work, customer service policies, pricing merchandise, buying merchandise, stock control, store promotion, risk and insurance, records system, and government regulations. The suggested timetable, lessons, and assignments can be adjusted to fit teacher and student needs.

54

A, B, C-1

Lane, Byron. How to Free Yourself in a Business of Your Own. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1980.

Availability: Address: Prentice Hall, Inc.
Order Department
200 Old Tappan Road
Old Tappan, NJ 07675
(201) 767-5049

Cost: $11.95 (HB)
$5.95 (PB)

Copyrighted: __X__ Yes _____ No
Public Domain: _____ Yes __X__ No

Print:
Complete text/book(s) __X__
Modular unit(s) _____
Instruction Guide(s) _____
Lesson Plan(s) _____
Test(s) & Test Key(s) _____
Simulation/Gaming _____
Pamphlet/Brochure _____
Monograph _____
Microfiche _____
Other _____

Nonprint:
Transparency _____
Film _____
Filmstrip _____
Video _____
Audio _____
Display (posters, etc.) _____
Other _____

Material is part of a series: _____ Yes __X__ No
Material can stand alone: __X__ Yes _____ No
Material is intended for supplemental use only _____ Yes __X__ No

Narrative:

Small business represents one-half of the American economy; one of every two working Americans is directly or indirectly involved in small business. Many fail, but the challenge that is still there is the focus of this handbook. Emotional fulfillment, being one's own boss, proving one's self, and directing one's own destiny are the basic appeals of entrepreneurship. These four themes are examined from a "totalistic" perspective--interrelating work and life. Topics include the new entrepreneur, starting a new business, forms of business ownership, sources of finance, managing the enterprise, sources of help, working with people, and the small business of the future.

Leach, James A. "Increasing Productivity through Vocational Education and Training for Self Employment." Potential Roles of Vocational Education In Improving the Productivity of the Workforce. Springfield, Ill.: University of Illinois at Urbana-Champaign, College of Education, 1981. (ED 205 681).

Availability: Address: Through ERIC

Cost: ERIC Document Ordering Instructions and Charges

Copyrighted: ☐ Yes ☒ No
Public Domain: ☒ Yes ☐ No

Print:
- Complete text/book(s) ☐
- Modular unit(s) ☐
- Instruction Guide(s) ☐
- Lesson Plan(s) ☐
- Test(s) & Test Key(s) ☐
- Simulation/Gaming ☐
- Pamphlet/Brochure ☐
- Monograph ☒
- Microfiche ☐
- Other ☐

Nonprint:
- Transparency ☐
- Film ☐
- Filmstrip ☐
- Video ☐
- Audio ☐
- Display (posters, etc.) ☐
- Other ☐

Material is part of a series: ☒ Yes ☐ No
Material can stand alone: ☒ Yes ☐ No
Material is intended for supplemental use only ☐ Yes ☒ No

Narrative:

This is one of seven chapters in a monograph dealing with the impact of vocational education on the improvement of worker productivity. This chapter discusses the relationship between small businesses and increased worker productivity. It also identifies target groups that would benefit from entrepreneurship training. The chapter is divided into five sections: introduction, productivity of the small business sector, the need for education and training in the small business sector, implications for vocational education, and summary. The chapter is intended for entrepreneurship instructors and/or program coordinators, vocational education graduate students, vocational supervisors, and vocational directors.

B, C-1

Leslie, Mary, and Seltz, David D. New Businesses Women Can Start and Successfully Operate: The Woman's Guide to Financial Independence. New York: Barnes and Noble Books, 1979.

Availability: Address: Farnsworth Publishing Co., Inc.
Rockville Center, New York 11570

Cost: $3.95 (PB)
$9.95 (HB)

Copyrighted: __X__ Yes _____ No
Public Domain: _____ Yes __X__ No

Print:
Complete paperback __X__
Modular unit(s) _____
Instruction Guide(s) _____
Lesson Plan(s) _____
Test(s) & Test Key(s) _____
Simulation/Gaming _____
Pamphlet/Brochure _____
Monograph _____
Microfiche _____
Other _____

Nonprint:
Transparency _____
Film _____
Filmstrip _____
Video _____
Audio _____
Display (posters, etc.) _____
Other _____

Material is part of a series: _____ Yes __X__ No
Material can stand alone: __X__ Yes _____ No
Material is intended for supplemental use only _____ Yes __X__ No

Narrative:

The authors of this paperback book primarily discuss businesses that may be of interest specifically to women. Businesses are grouped under 12 areas of interest: glamour, research, creative, handicrafts, food, writing, organizing, office, promotion, selling, animals, and people. Within these 12 interest areas approximately 101 businesses are discussed. The primary topics addressed for each business are: (a) the idea for the business, (b) getting started, and (c) cash flow. The first three chapters of the book include a discussion about women and their new role in business, financing a business, and promoting a new business. The book concludes with success stories of women in business.

A, C-1, E

MacFarlane, William N. Principles of Small Business Management. New York: McGraw-Hill Book Company, 1977.

Availability: Address: McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, New York 10020

Cost: $24.50 (HB)

Copyrighted: ____ Yes __X__ No
Public Domain: __X__ Yes ____ No

Print:
Complete text/book(s) __X__
Modular unit(s) ____
Instruction Guide(s) ____
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure ____
Monograph ____
Microfiche ____
Other ____

Nonprint:
Transparency ____
Film ____
Filmstrip ____
Video ____
Audio ____
Display (posters, etc.) ____
Other ____

Material is part of a series: ____ Yes __X__ No
Material can stand alone: __X__ Yes ____ No
Material is intended for supplemental use only ____ Yes __X__ No

Narrative:

Businesses succeed because they are operated in accordance with sound management practices, the basic principles of which are delineated in this text. The major objectives of this book are to acquaint prospective small business managers/owners with these basic principles; to introduce the tools needed for effective planning, organizing, and controlling; and to develop skill in analyzing management problems and dealing effectively with them. The text is written in a question-and-answer format. It provides an overview for the prospective entrepreneur of the major problems typical of small businesses. For the incumbent business owner, it provides a means of self-evaluation. The twenty-one chapters are sub-divided into six sections: managing a small business, establishing the business, financial and administrative control, marketing procedures, operations management, and legal and governmental controls. There are five appendices providing SBA field office addresses, SBA publications lists, free SBA management assistance publications, a listing of national trade associations, a Small Business Reporter Publication Index, a bibliography of enrichment references, and a key for chapter self-checks. An instructor's guide is available.

58

A, B, C-1, D

Mancuso, Joseph R. The Small Business Survival Guide--Sources of Help for Entrepreneurs. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1980.

Availability: Address: Prentice-Hall, Inc.
Order Department
200 Old Tappan Road
Old Tappan, NJ 07675
(201) 767-5049

Cost: $10.95 (PB) (ISBN# 814-210)
$19.95 (HB) (ISBO# 814-228)

Copyrighted: X Yes _____ No
Public Domain: _____ Yes X No

Print:

Complete text/book(s)	X
Modular unit(s)	
Instruction Guide(s)	
Lesson Plan(s)	
Test(s) & Test Key(s)	
Simulation/Gaming	
Pamphlet/Brochure	
Monograph	
Microfiche	
Other	

Nonprint:

Transparency	
Film	
Filmstrip	
Video	
Audio	
Display (posters, etc.)	
Other	

Material is part of a series:	_____ Yes	X No
Material can stand alone:	X Yes	_____ No
Material is intended for supplemental use only	_____ Yes	X No

Narrative:

This publication identifies a wide variety of resources of interest to beginning or practicing entrepreneurs. The chapters include: sources for advertising and public relations and how to obtain them free; sources from which to obtain grants from foundations and government agencies; sources to familiarize the entrepreneur with various issues pertaining to bankruptcy; a listing of the best-selling books in the country on small business; a listing of business associations that are of value to entrepreneurs; sources that offer guidance for developing a business plan; sources of help specifically for Canadian businesses; a list of data-processing information; a list of places for entrepreneurial education; sources of information to assist a franchisee; a list of financial journals and newsletters; a listing of government sources of information; sources of management assistance; a list of organizations and directories that will help entrepreneurs find competent sales representatives; marketing directories/publications, organizations that exist to help entrepreneurs with the marketing functions, and marketing research agencies; sources of information for minority businesses; a listing of resources on how to obtain patents and how to protect trademarks and inventions; information on obtaining loans from the Small Business

Narrative: Continued

Administration; a directory of small business investment companies; sources of help to the entrepreneur (note: the author considers this to be the most valuable section of the book); information on taxes and tax shelters; a listing of Department of Commerce publications and field offices; sources of information on venture capital; sources of information geared specifically towards women; and a list of miscellaneous publications.

A, B, C-1

McCaslin, Barbara S., and McNamara, Patricia P. Be Your Own Boss: A Woman's Guide to Planning and Running Her Own Business. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1980.

Availability: Address: Prentice-Hall, Inc.
Order Department
200 Old Tappan Road
Old Tappan, NJ 07675
(201) 767-5049

Cost: $16.95 (HB)
$8.95 (PB)

Copyrighted: ___X___ Yes _______ No
Public Domain: _______ Yes ___X___ No

Print:
Complete text/book(s) ___X___
Modular unit(s) _______
Instruction Guide(s) _______
Lesson Plan(s) _______
Test(s) & Test Key(s) _______
Simulation/Gaming _______
Pamphlet/Brochure _______
Monograph _______
Microfiche _______
Other _______

Nonprint:
Transparency _______
Film _______
Filmstrip _______
Video _______
Audio _______
Display (posters, etc.) _______
Other _______

Material is part of a series: _______ Yes ___X___ No
Material can stand alone: ___X___ Yes _______ No
Material is intended for supplemental use only _______ Yes ___X___ No

Narrative:

This book was written for women who want to become business owners. It provides an introduction to business ownership and marketing research, how to develop a marketing plan, how to choose a legal structure, the necessities of establishing a business, how to determine financial needs and where to go for financing, information on financial planning and recordkeeping, inventory control and purchasing techniques, and information on hiring and good human relations. The final chapter includes procedures for developing a business plan. Throughout the chapters there are worksheets with answer sheets provided in the back of the book. A vocabulary of business terms is also included. This book is based on the experience and advice of over 300 women business owners and many women business experts. It grew out of the curriculum materials on women in entrepreneurship developed under contract with the U.S. Office of Education.

A, C-1, E

McCaslin, Barbara S., and McNamara, Patricia P. How To Start Your Own Business: Women Entrepreneurs Project. Los Angeles, Calif.: University of California-Los Angeles, Division of Vocational Education, 1977. (ED 156 906, ED 156 907, ED 156 908).

Availability: Address: Through ERIC

Cost: ERIC Document Ordering Instructions and Charges

Copyrighted: ____ Yes X No
Public Domain: X Yes ____ No

Print:
Complete text/book(s) ____
Modular unit(s) ____
Instruction Guide(s) X
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation X
Pamphlet/Brochure ____
Monograph ____
Microfiche ____
Other X Learning Activity Packages

Nonprint:
Transparency ____
Film ____
Filmstrip ____
Video ____
Audio ____
Display (posters, etc.) ____
Other ____

Material is part of a series: X Yes ____ No
Material can stand alone: X Yes ____ No
Material is intended for supplemental use only ____ Yes X No

Narrative:

A small business management program targeted for women at postsecondary and/or adult levels is described in three volumes: Final Report, Instructor's Manual, and Instructional Materials. A survey of California women business owners was made to identify the characteristics and needs of women entrepreneurs. Based on this survey, an entrepreneurship education program and curriculum were developed and pilot-tested with eight women. The final report describes the background of the project, needs, purposes and objectives, procedures for curriculum development, procedures for testing the curriculum materials, and the survey used to identify characteristics and needs of women entrepreneurs. The instructor's manual (the second volume) provides information needed to teach an entrepreneurship course by using curriculum materials developed through the project.

The instructional materials (the third volume) are organized into eight learning activity packages (LAPs). The LAPs are self-paced, student-centered modules which take the learner through the process of preparing a business plan. Students actually prepare a business plan through a series of

Narrative: Continued

simulated learning activities. Each LAP includes a rationale statement, behavioral objectives, homework learning activities, a list of optional reading materials, fact sheets containing basic content, and worksheets.

Titles of the LAPs include: Small Business Ownership/Introduction; Marketing Research; Marketing Plan; Setting Up Your Business/Start Up; Decisions and Choices; Financial Planning; Financing; Operations/Running Your Business; and Putting It All Together/Planning Your Business.

63

A, C-1, E

McFarlane, Carolyn. Getting Down to Business: What's It All About. (Module 1). Developed at the American Institutes for Research under support from the Office of Vocational and Adult Education, U.S. Department of Education, Contract No. 300-79-0535. Madison, Wis.: The Vocational Studies Center, University of Wisconsin-Madison, 1981.

Availability: Address: Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, Wisconsin 53706

Cost: $10.00 (Student Guide)
$3.00 (Teacher Guide)

Copyrighted: ___ Yes X No
Public Domain: X Yes ___ No Contract # OE 300-79-0535

Print:	
Complete text/book(s)	___
Modular unit(s)	X
Instruction Guide(s)	X
Lesson Plan(s)	___
Test(s) & Test Key(s)	___
Simulation/Gaming	___
Pamphlet/Brochure	___
Monograph	___
Microfiche	___
Other	___

Nonprint:	
Transparency	___
Film	___
Filmstrip	___
Video	___
Audio	___
Display (posters, etc.)	___
Other	___

Material is part of a series: X Yes ___ No
Material can stand alone: X Yes ___ No
Material is intended for supplemental use only ___ Yes X No

Narrative:

This is Module 1, an introductory or "core" module to an additional 35 instructional modules developed as part of a research project entitled "Development of Entrepreneurship Training Components for Vocational Education." Module 1 provides a generic introduction to entrepreneurship. Examples of businesses related to seven major vocational education subject areas are provided. Also included is a general discussion of management principles appropriate for all small businesses.

Narrative: Continued

Module 1 includes both student and teacher guides. It is divided into 15 units, each with identified goals and objectives. The case study approach to skill development is used. Supporting text to the case studies, individual and group activities, and discussion questions are also included. There is an overall summary and a written quiz for the module.

(See pp. 21, 65, and 85 for other American Institutes for Research materials)

McFarlane, Carolyn, and Colby, Pamela. Resource Guide of Existing Entrepreneurship Materials. Developed at the American Institutes for Research under support from the Office of Vocational and Adult Education, U.S. Department of Education, Contract No. 300-79-0535. Madison, Wis.: The Vocational Studies Center, University of Wisconsin-Madison, 1981.

Availability: Address: Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, Wisconsin 53706

Cost: $3.00 (PB)

Copyrighted: Yes X No
Public Domain: X Yes No Contract # ED 300-79-0535

Print:
- Complete text/book(s)
- Modular unit(s)
- Instruction Guide(s)
- Lesson Plan(s)
- Test(s) & Test Key(s)
- Simulation/Gaming
- Pamphlet/Brochure
- Monograph X
- Microfiche
- Other

Nonprint:
- Transparency
- Film
- Filmstrip
- Video
- Audio
- Display (posters, etc.)
- Other

Material is part of a series: X Yes No
Material can stand alone: X Yes No
Material is intended for supplemental use only Yes X No

Narrative:

The resource guide is a product of a research project entitled "Development of Entrepreneurship Training Components for Vocational Education." The Guide lists all entrepreneurship materials identified during the literature review phase of the project. It includes a bibliographic listing of materials that were used to develop the 36 instructional modules for seven major vocational fields as well as a bibliography of general background information on entrepreneurship. This guide is of value to educators who desire information on entrepreneurship in addition to that found in the Getting Down to Business modules.

(See pp. 21, 65, and 85 for other American Institutes for Research materials)

A, B, C-1

McVicar, Marjorie, and Craig, Julia F. *Minding My Own Business: Entrepreneurial Women Share Their Secrets for Success*. New York: Richard Marek Publishers, 1981.

Availability: Address: Richard Marek Publishers, Inc.
200 Madison Avenue
New York, NY 10016

Cost: $3.50 (PB)

Copyrighted: X Yes ___ No
Public Domain: ___ Yes X No

Print:
Complete text/book(s) X
Modular unit(s) ___
Instruction Guide(s) ___
Lesson Plan(s) ___
Test(s) & Test Key(s) ___
Simulation/Gaming ___
Pamphlet/Brochure ___
Monograph ___
Microfiche ___
Other ___

Nonprint:
Transparency ___
Film ___
Filmstrip ___
Video ___
Audio ___
Display (posters, etc.) ___
Other ___

Material is part of a series: ___ Yes X No
Material can stand alone: X Yes ___ No
Material is intended for supplemental use only ___ Yes X No

Narrative:

This book is based on the experiences of over 100 women business owners. The authors describe the processes of opening and operating a business, as well as issues, challenges, and problems unique to women entrepreneurs. Part I discusses the preliminary groundwork that is necessary before business plans are implemented. Such groundwork includes personal analysis and examining and developing original ideas. Part II provides more specific information for operating different types of businesses: retail, service, and manufacturing. Several general conclusions about businesswomen are provided. A resource list for each chapter is provided at the end of the book.

B, C-1

Mucciolo, Louis. Small Business: Look Before You Leap—A Catalog of Sources of Information to Help You Start and Manage Your Own Small Business. New York: Marlu, 1978.

Availability: Address: Marlu
P. O. Box 111
Dobbs Ferry, NY 10522

Cost: $8.95 (PB)

Copyrighted: X Yes ___ No
Public Domain: ___ Yes X No

Print:
- Complete text/book(s) X
- Modular unit(s) ___
- Instruction Guide(s) ___
- Lesson Plan(s) ___
- Test(s) & Test Key(s) ___
- Simulation/Gaming ___
- Pamphlet/Brochure ___
- Monograph ___
- Microfiche ___
- Other ___

Nonprint:
- Transparency ___
- Film ___
- Filmstrip ___
- Video ___
- Audio ___
- Display (posters, etc.) ___
- Other ___

Material is part of a series: ___ Yes X No
Material can stand alone: ___ Yes X No
Material is intended for supplemental use only X Yes ___ No

Narrative:

This publication identifies sources of information to help the entrepreneur. Listings include: generic books on entrepreneurship and other sources of books; women resources; government publications; sources of franchising; resources from the Internal Revenue Service; U.S. postal publications; sources of assistance; financing sources; and other sources such as Dun and Bradstreet, trade associations, seminars, courses, and magazines. The book concludes with a list of business words. The book identifies many of the in-print materials from established publishers, as well as the voluminous numbers of publications and diverse management assistance programs available from government sources. Where applicable, the authors have reprinted tables of contents, abstracts, and bibliographical entries directly from the source so readers may better evaluate their appropriateness for their own needs.

C-1

National Advisory Council on Vocational Education. Preparation for Self Employment: A New Dimension in Vocational Education. Washington, D.C.: National Advisory Council on Vocational Education, 1979. (ED 167 832).

Availability: Address: Through ERIC

Cost: Eric Document Ordering Instructions and Charges

______

Copyrighted: ______ Yes __X__ No
Public Domain: __X__ Yes ______ No

Print:
Complete text/book(s) ______
Modular unit(s) ______
Instruction Guide(s) ______
Lesson Plan(s) ______
Test(s) & Test Key(s) ______
Simulation/Gaming ______
Pamphlet/Brochure ______
Monograph ______
Microfiche ______
Other __X__ Issue Paper

Nonprint:
Transparency ______
Film ______
Filmstrip ______
Video ______
Audio ______
Display (posters, etc.) ______
Other ______

Material is part of a series: ______ Yes __X__ No
Material can stand alone: __X__ Yes ______ No
Material is intended for supplemental use only ______ Yes __X__ No

Narrative:

In this critical issue paper presented to the President and the Congress of the United States, the importance of small business ventures in our economy and the significant impact vocational education can have on entrepreneurship education are discussed. Vocational education has paid too little attention to self-employed persons who discover and create their own jobs. These entrepreneurs are essential to economic vitality. There is a need to create more entrepreneurial work opportunities inside existing organizations. The time has come to focus national attention on education for self-employment including (1) re-examining public policy to see how government may be discouraging small business formation, (2) enlarging manpower policy conceptions to include self-employment incentives, (3) encouraging business to redefine employment in entrepreneurial terms, and (4) learning how to modify educational programs to prepare people for entrepreneurially-defined work.

National Center for Research in Vocational Education, The. Entrepreneurship: Special Packages: Instructional Resources for Vocational Education. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1978. (ED 174 797).

Availability: Address: Through ERIC

Cost: ERIC Document Ordering Instructions and Charges

Copyrighted: ____ Yes __X__ No
Public Domain: __X__ Yes ____ No

Print:

Complete text/book(s)	
Modular unit(s)	
Instruction Guide(s)	
Lesson Plan(s)	
Test(s) & Test Key(s)	
Simulation/Gaming	
Pamphlet/Brochure	
Monograph	
Microfiche	X
Other	X

Nonprint:

Transparency	
Film	
Filmstrip	
Video	
Audio	
Display (posters, etc.)	
Other	

Material is part of a series: ____ Yes __X__ No
Material can stand alone: __X__ Yes ____ No
Material is intended for supplemental use only ____ Yes __X__ No

Narrative:

This resource materials package on entrepreneurship is designed for use by secondary and postsecondary vocational educators to assist in the development or organization of a program in small business management. Section I contains a bibliography of printed materials concerned with entrepreneurship. Information is organized into four parts: getting ready to become an entrepreneur, becoming an entrepreneur, being an entrepreneur, and additional sources. Section II contains the bibliography portion of a three-volume publication entitled Minding Your Own Business and is organized into three parts: the environment of small business, managing a small business, and curricula. Section III provides a listing of publications on entrepreneurship which have been selected from a search conducted by the Educational Resources Information Center (ERIC). Finally, Section IV contains abstracts of new and continuing projects concerning entrepreneurship administered by the U.S. Office of Education, Division of Research and Demonstration in the Bureau of Occupational and Adult Education, Fiscal Years 1976 and 1977.

Nelson, Robert E., and Leach, James A. "Increasing Opportunities for Entrepreneurs." Contemporary Challenges for Vocational Education, 1982 Yearbook of the American Vocational Association. Katy B. Greenwood, Ed. Arlington, Va.: The American Vocational Association, 1981. (ED 212 899)

Availability: Address: The American Vocational Association, Inc.;
2020 North Fourteenth St.
Arlington, VA 22201

Cost: $18.00 (HB)
$9.00 (PB)

Copyrighted: __X__ Yes ____ No
Public Domain: ____ Yes __X__ No

Print:
Complete text/book(s) ____
Modular unit(s) ____
Instruction Guide(s) ____
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure ____
Monograph ____
Microfiche ____
Other __X__ Chapter in Text

Nonprint:
Transparency ____
Film ____
Filmstrip ____
Video ____
Audio ____
Display (posters, etc.) ____
Other ____

Material is part of a series: ____ Yes __X__ No
Material can stand alone: __X__ Yes ____ No
Material is intended for supplemental use only ____ Yes __X__ No

Narrative:

This resource on entrepreneurship is one of the chapters of the 1982 Yearbook of the American Vocational Association. The intended readers of the chapter are individuals directly responsible for organizing and/or teaching entrepreneurship.

The first half of the chapter can be used as a partial resource for introducing entrepreneurship to students. It contains statistics relating to entrepreneurship that were presented at the 1980 White House Conference on Small Business, facts concerning the importance of small businesses, information on increasing entrepreneurial opportunities, and examples of the contributions of small businesses. The second half of the chapter presents implications of entrepreneurial training for vocational education. Four levels of entrepreneurial training are identified and suggestions are also given regarding new training approaches.

BEST COPY AVAILABLE

A, C-1, E

Nelson, Robert E.; Leach, James A.; and Scanlan, Thomas J. Owning and Operating a Small Business. Urbana-Champaign, Ill.: University of Illinois, Department of Vocational-Technical Education, Division of Business Education, June, 1976. (ED 133 435).

Availability: Address: University of Illinois
Department of Vocational-Technical Education
Urbana-Champaign, IL 61801

Cost: Not Available

Copyrighted:		Yes	X	No
Public Domain:	X	Yes		No

Print:		Nonprint:	
Complete text/book(s)		Transparency	
Modular unit(s)		Film	
Instruction Guide(s)	X	Filmstrip	
Lesson Plan(s)		Video	
Test(s) & Test Key(s)		Audio	
Simulation/Gaming		Display (posters, etc.)	
Pamphlet/Brochure		Other	
Monograph			
Microfiche	X		
Other			

Material is part of a series:		Yes	X	No
Material can stand alone:	X	Yes		No
Material is intended for supplemental use only		Yes	X	No

Narrative:

This curriculum guide contains 14 units designed to aid the teacher in providing instruction in small business ownership and management for students at the secondary, adult, continuing education, or community college levels. Each unit consists of an introduction; objectives; content; and suggested activities, including projects, group dynamics, simulations, role playing, case studies, and assignments. Most units contain at least one case study depicting a real-life business situation. Units include: the nature of small business, determining product and market, selecting the location, obtaining initial capital, choosing the legal form of organization, managerial planning, recordkeeping, financial management, credit and collections, advertising and sales promotion, employee and community relations, obtaining information and assistance, insurance, and the future of small business.

C-1

Nelson, Robert E., et al. Organizing Small Business Programs in Community Colleges. Urbana-Champaign, Ill.: University of Illinois, Department of Vocational and Technical Education, Office of Vocational Education Research, June, 1982.

Availability: Address: Curriculum Publications Clearinghouse
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(309) 298-1917

Cost: $1.00 (PB)

Copyrighted:		Yes	X	No
Public Domain:	X	Yes		No

Print:		Nonprint:	
Complete text/book(s)		Transparency	
Modular unit(s)		Film	
Instruction Guide(s)		Filmstrip	
Lesson Plan(s)		Video	
Test(s) & Test Key(s)		Audio	
Simulation/Gaming		Display (posters, etc.)	
Pamphlet/Brochure		Other	
Monograph	X		
Microfiche			
Other			

Material is part of a series:		Yes	X	No
Material can stand alone:	X	Yes		No
Material is intended for supplemental use only		Yes	X	No

Narrative:

This publication provides information to Illinois community colleges for developing educational programs designed to meet the needs of current and future small business entrepreneurs. In the introduction, the importance of the small business sector to the economic growth of the state is explained. The role of the community college in facilitating small business development is described. A model to follow in designing entrepreneurial training programs is presented. Suggestions regarding the following program components are provided: participant needs, program contents, advisory committees, needs assessment strategies, financing the program, promoting the program, miscellaneous program details, and evaluating the program. Finally, a few exemplary entrepreneurial training programs from throughout the United States are cited. An extensive bibliography is included, with listings of available curriculum guides and textbooks, sample forms, course outlines, degree programs, etc.

A, B, C-7

Packard, Sidney, and Carron, Alan J. Start Your Own Store: Managing, Merchandising, and Evaluating. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1982.

Availability: Address: Prentice-Hall, Inc.
Order Department
200 Old Tappan Road
Old Tappan, NJ 07675
(201) 767-5049

Cost: $19.95 (HB)
____

Copyrighted: X Yes ____ No
Public Domain: ____ Yes X No

Print:
- Complete text/book(s) X
- Modular unit(s) ____
- Instruction Guide(s) ____
- Lesson Plan(s) ____
- Test(s) & Test Key(s) ____
- Simulation/Gaming ____
- Pamphlet/Brochure ____
- Monograph ____
- Microfiche ____
- Other ____

Nonprint:
- Transparency ____
- Film ____
- Filmstrip ____
- Video ____
- Audio ____
- Display (posters, etc.) ____
- Other ____

Material is part of a series: ____ Yes X No
Material can stand alone: X Yes ____ No
Material is intended for supplemental use only ____ Yes X No

Narrative:

According to the authors, retail sales for 1981 were estimated to reach $1 trillion generated by 1.8 million stores, 35% of which have no paid employees and only 7% of which employ more than seven people. Success in small business ownership, according to Dun and Bradstreet, is based upon personal preparedness. This text is designed to provide a preparatory introduction to the potential retail entrepreneur. Topics are grouped into three topical areas: opening the store, operating the store, and evaluating the store's performance. This handbook is suitable for self-instruction. Appendices provide information on government regulations, insurance requirements, SBA checklists, SBA loans, and SBA field office addresses.

A, C-1, 2, D, E

Persons, Edgar A., and Swanson, Gordon I. Entrepreneurship Education for Adults--Program Development and Implementation. St. Paul, Minn.: University of Minnesota, Division of Agricultural Education, Department of Vocational Education, 1979. (ED 133 568, ED 133 569, ED 167 761, ED 167 762, ED 167 763, ED 167 764, ED 167 765, ED 167 766).

Availability: Address: Minnesota Curriculum Service Center
3554 Bear Avenue
White Bear Lake, MN 55110

Cost: $2.50 (PB)

Copyrighted: ____ Yes X No
Public Domain: X Yes ____ No

Print:
Complete text/book(s) ____
Modular unit(s) ____
Instruction Guide(s) X
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure ____
Monograph ____
Microfiche ____
Other X Handouts
X Worksheets

Nonprint:
Transparency X
Film ____
Filmstrip ____
Video ____
Audio ____
Display (posters, etc.) ____
Other ____

Material is a series: X Yes ____ No
Material can stand alone: X Yes ____ No
Material is intended for supplemental use only ____ Yes X No

Narrative:

Developed through a two-phase project, a three-year small business management adult education program is described in eight volumes entitled:

1. Small Business Management: Instructor's Manual
2. Small Business Management: Volume II -- Business Analysis. Second Edition
3. Small Business Management: Volume III -- Curriculum: Year I, II, III
4. Small Business Management: Addendum to Small Business Management Education Volume III
5. Small Business Management: Instructor's Manual On Intrepretation of Small Business Analysis Data
6. Small Business Management: Getting a Small Business Management Education Program Started

(Continued on next page)

Narrative: Continued

7. Small Business Management Education: Final Report-- An Adult Education Program: Development, Demonstration and Evaluation of Management Education Programs for Small Business Entrepreneurs, Including Minorities

8. Small Business Management Education: Entrepreneurship Education for Adults--Program Development and Implementation: Final Report

The purpose of the comprehensive program is to help families improve the effectiveness of their business operation and enable them to reach family and business goals. The instructor's manual (the first volume) is intended to serve as a guide for establishing a small business management adult education program in a community. It includes the following: philosophy and description of the program, responsibilities of the instructor, using advisory committees, implementing the program, securing enrollment, organizing the program, evaluating the program, and an annotated bibliography. A practice problem in year-end business analysis is presented in Volume Ii to provide experience with a system of single-entry bookkeeping. Volume III, a curriculum guide designed for a three-year program, contains unit objectives; transition of units; key questions; teaching strategies; summary; resources and equipment needed; lists of references; and appendices containing student handouts, worksheets, and/or transparency masters. The fourth volume is a supplement to Volume III and contains additional handouts, case problems, schedules, and seminar information keyed to specific units of instruction. The fifth volume provides instructors with suggestions on how tables and significant figures formed in a small business report can be used by students to improve the management of small businesses. The sixth volume describes step-by-step procedures for starting a small business management education program. It serves as a model for program implementation: needs assessment, legislation, instructor certification, solicitation of support, and preservice workshops for instructors.

The final report for the first phase of the project is contained in a seventh volume. It describes the background of the project, site selection, staff development, selection and use of advisory committees, curriculum development procedures, evaluation, and dissemination activities. The eighth volume is the final report for the second phase of the project. It provides background information, a brief description of each major activity that was accomplished during the second phase, a list of the products that were developed, and dissemination procedures.

BEST COPY AVAILABLE

A, B, C-8

Pirikh, V.M. High Technology Industries Through Entrepreneurial Education. Burnaby, British Columbia: British Columbia Institute of Technology, Directed Study Center, 1979. (ED 171 991).

Availability: Address: Through ERIC

Cost: Eric Document Ordering Instructions and Charges

Copyrighted: ____ Yes __X__ No
Public Domain: __X__ Yes ____ No

Print:
Complete text/book(s) ____
Modular unit(s) ____
Instruction Guide(s) ____
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure ____
Monograph __X__
Microfiche __X__
Other ____

Nonprint:
Transparency ____
Film ____
Filmstrip ____
Video ____
Audio ____
Display (posters, etc.) ____
Other ____

Material is part of a series: ____ Yes __X__ No
Material can stand alone: __X__ Yes ____ No
Material is intended for supplemental use only ____ Yes __X__ No

Narrative:

This report examines a study to promote high-tech industries in British Columbia using an integrated educational and economic development program. Topics discussed in the report include: the historical development and importance of entrepreneurship education in British Columbia, types of industry suitable for British Columbia, a model educational program (basic concepts of the model, on-campus training, on-the-job training), developing manufacturing industries, and cost considerations. The "discovery park" model addressed in the report is an active cooperative effort between educational institutions, different departments and levels of government, small-scale manufacturing units, and a cooperative-based large marketing corporation that would provide basic knowledge in specific fields, specialized skills in the field of manufacturing, on-the-job training to provide the "state of the art" in industry, and business management skills, both general and unique. Once a student graduates and launches a venture, the program would provide ongoing assistance.

A, B, C-1

Ransom, W. J. Evaluating and Planning for Your Business Survival and Growth. Lancaster, OH: E. Ralph Sims, Jr. and Associates, 1982.

Availability: Address: E. Sims Consulting Group, Inc.
919 E. Fair Avenue
Lancaster, OH 43130
(614) 564-1091

Cost: $30.00

Copyrighted: X Yes ____ No
Public Domain: ____ Yes X No

Print:

Complete text/book(s)	
Modular unit(s)	X
Instruction Guide(s)	
Lesson Plan(s)	
Test(s) & Test Key(s)	
Simulation/Gaming	
Pamphlet/Brochure	
Monograph	
Microfiche	
Other	

Nonprint:

Transparency	
Film	
Filmstrip	
Video	
Audio	
Display (posters, etc.)	
Other	

Material is part of a series: ____ Yes X No
Material can stand alone: X Yes ____ No
Material is intended for supplemental use only ____ Yes X No

Narrative:

This doument includes sections on business failure; survival techniques; the purposes, goals, objectives and philosophies of small businesses; associate attitude survey; evaluation tools to determine market size; position and fallacies; and how to evaluate your competitors. Over one-half of this work concentrates on the financial aspects of small business management, which includes financial rates analysis, people ratio analysis, cash flow analysis, break-even analysis, financial statements and the "Z" ratio probability of bankruptcy. The final section addresses survival planning and decision-making. This document is a very practical and realistic approach to small business management.

C-1, D, E

Reece, Barry L., and Lynch, Richard L. Developing Competency-Based Individualized Instructional Modules for Owner-Managers of Small Business Firms: Final Report. Blacksburg, Va.: Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, 1977. (ED 164 779).

Availability: Address: Through ERIC

Cost: Eric Document Ordering Instructions and Charges

______

Copyrighted: ______ Yes __X__ No
Public Domain: __X__ Yes ______ No

Print:
Complete text/book(s) ______
Modular unit(s) ______
Instruction Guide(s) ______
Lesson Plan(s) ______
Test(s) & Test Key(s) ______
Simulation/Gaming ______
Pamphlet/Brochure ______
Monograph ______
Microfiche ______
Other __X__ Project Final Report

Nonprint:
Transparency ______
Film ______
Filmstrip ______
Video ______
Audio ______
Display (posters, etc.) ______
Other ______

Material is part of a series: ______ Yes __X__ No
Material can stand alone: __X__ Yes ______ No
Material is intended for supplemental use only ______ Yes __X__ No

Narrative:

This is the final report of a project designed to develop, administer, and evaluate an in-service education program for owner-managers of newly-formed small business firms. The project objectives included: (1) identifying the core-crucial managerial-entrepreneurial competencies needed by owner-managers of newly-created small business firms, (2) preparing a series of competency-based individualized instructional modules, and (3) recruiting and enrolling a minimum of twenty-five owner-managers in a self-paced program of study. A review of literature was undertaken to identify the reasons for failure of small business firms, to determine needed owner-manager competencies, and to determine the content for a training program. Twenty-four core-crucial competencies were identified from the literature review and verified by an entrepreneurship advisory committee. Twelve self-paced instructional modules were then written featuring audio cassettes, instructional materials, and learning experiences. References published by the Small Business Administration were also included in the modules. A

Narrative: Continued

training program for twenty-seven owner-managers was conducted using the modules. Assistance was provided in completing the modules by specially-trained teacher-counselors and a third-party evaluator. It was concluded that the self-paced study was an acceptable approach to the development of competencies needed for the successful operation of newly-created small businesses.

A, B, C-7

Reece, Barry L., Lynch, Richard L.; et al. Achieving Success In Small Business: An Educational Program for New Small Business Owner-Managers. Blacksburg, Va.: Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, 1977.

Availability: Address: Wisconsin Vocational Studies Center
964 Educational Sciences Building
1025 W. Johnson St.
Madison, WI 53706

Cost: $75.00 (Modular Units and Guides)

Copyrighted: ____ Yes [✓ No]
Public Domain: [✓ Yes] ____ No

Print:
Complete text/book(s) ____
Modular unit(s) [✓]
Instruction Guide(s) [✓]
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure ____
Monograph ____
Microfiche ____
Other ____

Nonprint:
Transparency ____
Film ____
Filmstrip ____
Video ____
Audio ____
Display (posters, etc.) ____
Other ____

Material is part of a series: ____ Yes [✓ No]
Material can stand alone: [✓ Yes] ____ No
Material is intended for supplemental use only ____ Yes [✓ No]

Narrative:

These materials consist of twelve self-study, self-paced instructional modules designed to develop basic management skills for owner-managers of newly-created small retail, wholesale, or service business firms. The titles of the instructional modules include: Success in Small Business: Luck or Pluck; Determining Capital Needs; Estimating Your Business Potential; Creating an Effective Business Image; Developing Your Sales Promotion Plan; Developing Ads That Produce Results; Improving Profits Through Effective Management; Improving Employee Selection, Training, and Supervision; Merchandising: The Key to Greater Profits; Business Records: Good Medicine Tastes Bad; Assessing the Health of Your Business; Protection for You and Your Business. Each module is organized into five elements: (1) cover page (describes the content of the module in concise terms); (2) audio tape (presents a preview of major concepts described within the instructional module); (3) printed material (describes important small business management concepts); (4) learning activities (provide an opportunity to apply key concepts to individual business situations); (5) preferred readings (sources for additional information regarding the major topic covered in the module).

A, C-1, E

Rice, Fred, et al. Small Business Management: Going-Into-Business Modules for Adult and/or Post-Secondary Instruction. St. Paul, Minn.: University of Minnesota, Department of Agricultural Education, Division of Vocational Education, 1978. (ED 167 761).

Availability: Address: Minnesota Curriculum Service Center
3554 Bear Avenue
White Bear Lake, MN 55110

Cost: $7.50 (Per Module)
$15.50 (Three-Volume Set)

Copyrighted: ____ Yes __X__ No
Public Domain: __X__ Yes ____ No

Print:

Complete text/book(s)	
Modular unit(s)	X
Instruction Guide(s)	X
Lesson Plan(s)	X
Test(s) & Test Key(s)	X
Simulation/Gaming	
Pamphlet/Brochure	
Monograph	
Microfiche	X
Other	

Nonprint:

Transparency	X
Film	
Filmstrip	
Video	
Audio	
Display (posters, etc.)	
Other	

Material is part of a series:	X Yes	No
Material can stand alone:	X Yes	No
Material is intended for supplemental use only	Yes	X No

Narrative:

Fifteen modules on small business management are provided in this curriculum guide developed for postsecondary and/or adult vocational instructors. Module titles are as follows: decision-making steps, financing a small business, location of small business, record systems, the balance sheet and profit and loss statement, purchasing, marketing, sales, cash flow, taxes and depreciation, insurance, management controls for small business, employer-employee relations, break-even analysis, and maximizing profit. Each module is organized into seven elements: (1) introduction; (2) behavioral objectives; (3) transition of modules (a brief summary of the previous, current, and following module); (4) the lesson (content is centered around a series of key questions related to student objectives, with each key question containing a suggested teaching strategy); (5) summary (key points); (6) unit evaluation instrument (including instructions for using and an answer key); and (7) transparency masters for use in the lessons. Each module requires 1-1/2 to 2 hours to complete.

A, B, C-1

Richman, Charles S. Small Business Enterprises for Workers with Disabilities. Falls Church, Va.: Institute for Information Studies, 1982. (ED 215 180)

Availability: Address: Institute for Information Studies
200 Little Falls St., Suite 104
Falls Church, VA 22046

Cost: Not Available

Copyrighted: X Yes ____ No
Public Domain: ____ Yes X No

Print:
- Complete text/book(s) ____
- Modular unit(s) ____
- Instruction Guide(s) ____
- Lesson Plan(s) ____
- Test(s) & Test Key(s) X
- Simulation/Gaming ____
- Pamphlet/Brochure ____
- Monograph ____
- Microfiche ____
- Other X

Nonprint:
- Transparency ____
- Film ____
- Filmstrip ____
- Video ____
- Audio ____
- Display (posters, etc.) ____
- Other ____

Material is part of a series: ____ Yes X No
Material can stand alone: X Yes ____ No
Material is intended for supplemental use only ____ Yes X No

Narrative:

Designed to make disabled individuals aware of their own potential entrepreneurial capacities, this self-help manual provides information to help potential entrepreneurs make appropriate small business decisions and find needed information and resources. Following a discussion of entrepreneurship as an employment option, various topics relevant to the disabled entrepreneur are covered, including entrepreneurial success stories, entrepreneurship and the self-help movement, and home-based entrepreneurs. In a section devoted to developing and organizing a business enterprise, the following topics are discussed: gathering ideas for business opportunities, the business outlook, entrepreneurial business opportunity areas for the 1980's, and forms of business organization. Guidelines are set forth for developing a business plan. Outlined next are types and sources of public and private assistance. Completing the guide is a section on locating a new enterprise, determining capital needs, and getting good help.

A, C-7, E

Rowe, Kenneth L., and Hutt, Roger W. Preparing for Entrepreneurship. Tempe, Ariz.: Arizona State University, College of Business Administration, 1979. (ED 201 751).

Availability: Address: Sponsoring Agency
Arizona State Department of Education
Division of Vocational Education
Central Distribution Center
1535 West Jefferson
Phoenix, Arizona 85007

Cost: $4.40 (PB)

Copyrighted: ____ Yes _X_ No
Public Domain: _X_ Yes ____ No

Print:

Complete text/book(s)	
Modular unit(s)	
Instruction Guide(s)	X
Lesson Plan(s)	
Test(s) & Test Key(s)	
Simulation/Gaming	
Pamphlet/Brochure	
Monograph	
Microfiche	X
Other	X

Nonprint:

Transparency	X
Film	
Filmstrip	
Video	
Audio	
Display (posters, etc.)	
Other	

Material is part of a series: ____ Yes _X_ No
Material can stand alone: _X_ Yes ____ No
Material is intended for supplemental use only ____ Yes _X_ No

Narrative:

This instructional guide for an entrepreneurship program in secondary schools consists of 13 units which may be used as the primary or supplemental resource for a one-semester course. Also, the materials may be useful to postsecondary and adult education instructors. The following items are provided for each unit: objectives, handouts containing necessary content and background information, questions for discussion, transparency masters, and student activities. The 13 units include (1) introduction to entrepreneurship and self-employment; (2) selection of an effective legal form of business organization; (3) selection of effective specialized assistance; (4) financing the small business; (5) selecting a location; (6) building, equipment, and layout; (7) operating permits, licenses, and tax regulations; (8) personnel management for the entrepreneur; (9) building a flexible advertising plan; (10) determining pricing and credit policies; (11) inventory and supplies: (12) understanding a basic accounting system; and (13) selection of effective protective steps.

BEST COPY AVAILABLE

A, B, C-1

Rubin, Richard, and Goldbery, Philip. The Small Business Guide To Borrowing Money. New York: McGraw-Hill Book Company, 1980.

Availability: Address: McGraw-Hill Book Company
New York, New York 10020

Cost: $19.95 (HB)

Copyrighted: __X__ Yes ______ No
Public Domain: ______ Yes __X__ No

Print:
- Complete text/book(s) __X__
- Modular unit(s) ______
- Instruction Guide(s) ______
- Lesson Plan(s) ______
- Test(s) & Test Key(s) ______
- Simulation/Gaming ______
- Pamphlet/Brochure ______
- Monograph ______
- Microfiche ______
- Other ______

Nonprint:
- Transparency ______
- Film ______
- Filmstrip ______
- Video ______
- Audio ______
- Display (posters, etc.) ______
- Other ______

Material is part of a series: ______ Yes __X__ No
Material can stand alone: __X__ Yes ______ No
Material is intended for supplemental use only ______ Yes __X__ No

Narrative:

This book is intended for both newcomers to business and seasoned entrepreneurs. It will help any business person avoid the pitfalls of borrowing as well as obtain the fastest and best financing. The information will help entrepreneurs determine their financial need, identify where to go for money, present their cases, negotiate, identify what to look for in a loan agreement, and understand the actual obligations of the borrower. The appendices include a sample packet of materials that could be presented to a lender and lists of venture capital companies and small business investment companies.

85

A, C-1, E

Sanderson, Barbara; Gall, Joyce P.; McFarlane, Carolyn; Colby, Pamela G.; Kingi, Marcella; Shapiro, Norma; Wolman, Jean; Rossen, Rachel L.; and McBain, Susan L. Getting Down to Business (Modules 2-36). Developed at the American Institutes for Research under support from the Office of Vocational and Adult Education, U.S. Department of Education, Contract No. 300-79-0535. Madison, Wis.: The Vocational Studies Center, University of Wisconsin-Madison, 1981.

Availability: Address: The Vocational Studies Center
964 Educational Sciences Building
1025 West Johnson Street
Madison, Wisconsin 53706

Cost: $6.00 (Per Student Module)
$3.00 (Per Teacher Guide)

Copyrighted: Yes [✓ No]
Public Domain: [✓ Yes] No Contract # ED 300-79-0535

Print:
- Complete text/book(s)
- Modular unit(s) [✓]
- Instruction Guide(s) [✓]
- Lesson Plan(s)
- Test(s) & Test Key(s)
- Simulation/Gaming
- Pamphlet/Brochure
- Monograph
- Microfiche
- Other

Nonprint:
- Transparency
- Film
- Filmstrip
- Video
- Audio
- Display (posters, etc.)
- Other

Material is part of a series: [✓ Yes] No
Material can stand alone: [✓ Yes] No
Material is intended for supplemental use only Yes [✓ No]

Narrative:

These are 35 business-specific instructional modules developed as part of a research project entitled, "Development of Entrepreneurship Training Components for Vocational Education." The modules were designed to be included as an entrepreneurship component with seven vocational areas. The titles of the modules by vocational education discipline are as follows:

Agriculture, 5 modules:	Dairy Farming, Farm Equipment Repair, Fertilizer and Pesticide Service, Garden Center, Tree Service

Narrative (Continued)

Business and Office, 5 modules: Answering Service, Bookkeeping Service, Secretarial Service, Software Design Company, Word Processing Service

Health, 3 modules: Health Spa, Nursing Service, Wheelchair Transportation Service

Marketing and Distributive, 7 modules: Apparel Store, Bicycle Store, Business and Personal Service, Flower and Plant Store, Innkeeping, Specialty Food Store, Travel Agency

Home Economics, 5 modules: Day Care Center, Home Attendant Service, Housecleaning Service, Restaurant Business, Sewing Service

Technical, 3 modules: Energy Specialist Service, Guard Service, Pest Control Service

Trades and Industrial, 7 modules: Air Conditioning and Heating Service, Auto Repair Shop, Carpentry Business, Construction Electrician Business, Hair Styling Shop, Plumbing Business, Welding Shop

Each module consists of student and teacher guides. The student sections incude nine units with goals and objectives, a module summary, case studies, supporting text, individual and group activities, discussion questions, and a written quiz.

A separate teacher's guide for each module provides a list of goals and objectives, an overview of the module, suggestions for using the module, responses to activities and discussion questions, optional points to present, quiz answer key, and a list of suggested readings. Instructional time for each module is approximately 10 class periods.

Each module contains the same basic information related to the business discussed in the specific module. The use of these modules should be preceded by Module 1, Getting Down to Business: What's it all About?, which is a generic introduction to entrepreneurship.

(See pp. 21, 63, and 65 for other American Institutes for Research materials)

87

A, C-1, E

Scanlon,Thomas J.; Sradl, Henry J.; Nelson, Robert E.; Evans, Rupert N.; Flexman, Nancy A.; Horton, Sally E.; Whobrey, Ruthann Ryan; and Lettmayr, Christian F. Entrepreneurship Education: Learning the Skills, Vol. I. Entrepreneurship Education: Apply the Skills, Vol. II. Entrepreneurship Education: Supplementary Readings, Vol. III. Methods and Materials for Entrepreneurship Education Project (MMEE). Phase III Report, No. 166. Springfield, Ill.: Illinois State Office of Education, Division of Adult, Vocational and Technical Education, 1980. (Vol. I: ED 190 863)(Vol. II: ED 190 864) (Vol. III: ED 190 865) (Final Report: ED 192 021).

Availability: Address: Curriculum Publications Clearinghouse
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(309) 298-1917

Cost: $25.00 (per set) (PB)

Copyrighted: ____ Yes X No
Public Domain: X Yes ____ No

Print:		Nonprint:	
Complete text/book(s)		Transparency	
Modular unit(s)	X	Film	
Instruction Guide(s)	X	Filmstrip	
Lesson Plan(s)		Video	
Test(s) & Test Key(s)		Audio	
Simulation/Gaming		Display (posters, etc.)	
Pamphlet/Brochure		Other	
Monograph			
Microfiche	X		
Other	X		

	Yes	No
Material is part of a series:		X
Material can stand alone:	X	
Material is intended for supplemental use only		X

Narrative:

This three-volume curriculum guide and final report emphasizes entrepreneurial skills in relation to management and industry. Volume I provides an orientation to the course and four instructional units: inner control, innovation, decision making, and human relations. Each unit contains information related to six management skill areas: determining product and market, selecting a location, advertising and sales promotion, recordkeeping, obtaining initial capital, and employee and community relations. Volume II focuses on planning and completing student projects related to the skill areas listed previously. Volume III includes critical incidents, readings, and suggested additional resources which complement the instruction strategies contained in the first two volumes. The curriculum guides provide objectives,

Narrative: Continued

learning activities, transparency masters, and handouts.

The final report describes field testing, revision, and publication of the curriculum materials. Suggestions for establishing new courses in community colleges and implementing the materials in existing courses are provided. A listing of contacts at the state, national, and international levels is included.

A, C-7, E

Schlichting, Harley. Operating Your Own Business. Columbia, Mo.: University of Missouri-Columbia, Instructional Materials Laboratory, 1980. (ED 195 806).

Availability: Address: Instructional Materials Laboratory
University of Missouri-Columbia
10 Industrial Education Building
Columbia, Missouri 65201

Cost: $4.00 (PB) (Catalog No. DE-35-I)

Copyrighted: ___ Yes _X_ No
Public Domain: _X_ Yes ___ No

Print:

Complete text/book(s)	
Modular unit(s)	
Instruction Guide(s)	X
Lesson Plan(s)	X
Test(s) & Test Key(s)	X
Simulation/Gaming	
Pamphlet/Brochure	
Monograph	
Microfiche	
Other : Assignment Sheets Handouts	

Nonprint:

Transparency	X
Film	
Filmstrip	
Video	
Audio	
Display (posters, etc.)	
Other	

Material is part of a series: * _X_ Yes ___ No
Material can stand alone: _X_ Yes ___ No
Material is intended for supplemental use only ___ Yes _X_ No

* A series of units which comprise the Missouri Marketing and Distributive Education secondary curriculum.

Narrative:

This secondary marketing and distributive education performance-based instructional unit contains nineteen lesson plans, each designed for a fifty-five minute instructional period. The following topics are included: (1) types of small and large scale business establishments, (2) customer identification, (3) business locations, (4) store layout, (5) equipment, (6) product planning, (7) financing, (8) organization, (9) government regulations, and (10) legal issues. Each lesson plan includes objectives, information sheets, assignment sheets, transparency masters, and teacher and student activities. Optional activities, a bibliography, a postassessment instrument, and a unit evaluation instrument and key are included at the end of the unit.

C-1, 7, D, E

Shuchat, Jo. Mini Problems in Entrepreneurship, Volume IV. Boston, Mass.: CRC Education and Human Development Inc., 1979. (ED 158 042).

Availability: Address: Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402
Stock #: 017-080-02003-3
(202) 783-3238 or Telex (#710-822-9413)

Cost: $5.50 (PB)

Copyrighted: ___ Yes X No
Public Domain: X Yes ___ No

Print:
Complete text/book(s) ___
Modular unit(s) ___
Instruction Guide(s) X
Lesson Plan(s) ___
Test(s) & Test Key(s) ___
Simulation/Gaming X
Pamphlet/Brochure ___
Monograph ___
Microfiche X
Other ___

Nonprint:
Transparency ___
Film ___
Filmstrip ___
Video ___
Audio ___
Display (posters, etc.) ___
Other ___

Material is part of a series: X Yes ___ No
Material can stand alone: X Yes ___ No
Material is intended for supplemental use only ___ Yes X No

Narrative:

The miniproblems are provided to augment an introductory and/or advanced course in small business management and ownership. They relate to the following topics regarding entrepreneurship: women and minority entrepreneurs, ethics, communication skills, recordkeeping, and self-assessment. All the problems address common business situations and skills needed by entrepreneurs; a few are presented as "games" designed to promote skill development. The amount of time required to complete the miniproblems is flexible; each can be completed in 10 minutes or a full class period, according to the preference of the teacher and the class, and the time available. The instructional format of each miniproblem is identified (e.g., small group discussion, role play, brainstorming exercise, written exercise, pencil-and-paper problem, individual exercise, etc.) although formats can be changed as desired. Both teacher and student materials for each miniproblem are provided. The intended level of instruction can be secondary, postsecondary, or adult.

91

A, C-7, D, E

Shuchat, Jo; Holt, Nancy; and Regal, Mary Lewis. Something Ventured, Something Gained: An Advanced Curriculum for Small Business Management, Volume II. Belmont, Mass.: CRC Education and Human Development, Inc., 1979. (ED 173 624).

Availability: Address: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
(Stock # 017-080-020002-5)
(202) 783-3238 or Telex (#710-822-9413)

Cost: $6.50 (Payment is due in advance)

Copyrighted: Yes [✓ No]
Public Domain: [✓ Yes] No

Print:
- Complete text/book(s)
- [✓ Modular unit(s)]
- Instruction Guide(s)
- Lesson Plan(s)
- Test(s) & Test Key(s)
- Simulation/Gaming
- Pamphlet/Brochure
- Monograph
- Microfiche
- Other

Nonprint:
- Transparency
- Film
- Filmstrip
- Video
- Audio
- Display (posters, etc.)
- Other

Material is part of a series: [✓ Yes] No
Material can stand alone: [✓ Yes] No
Material is intended for supplemental use only Yes [✓ No]

Narrative:

Nine units on small business management are provided in this curriculum guide designed for use in an advanced course in either a secondary or postsecondary setting. Its focus is on those who are interested in beginning a small business venture, have some prior business knowledge, and have a specific business in mind. The nine unit topics include: (1) Setting Up Your Business, (2) Marketing, (3) Location, (4) Promotion, (5) Systems and Records, (6) Pricing, (7) Business Policies and Relationships, (8) Organizational Structure, and (9) Financing Your Business. At the beginning of each unit is a summary page containing a synopsis of the unit's content, objectives, student project work, teaching strategies, mini problems, and references. Also included are guidelines for presenting the material, discussion notes, and suggestions for conducting class activities. Student information sheets, worksheets, case study problems, interview forms, and project instructions are included.

C-1, 7, E

Shuchat, Jo, and Otto, Judith. Small Business Management and Ownership. Volume Three: Location Decisions--A Simulation. Boston, Mass.: CRC Educational and Human Development, Inc., 1979. (ED 204 640).

Availability: Address: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock # 017-080-02001-7
(202) 783-3238 or Telex (#710-822-9413)

Cost: $6.50 (Payment is due in advance)

Copyrighted: Yes [✓ No]
Public Domain: [✓ Yes] No

Print:
- Complete text/book(s)
- Modular unit(s)
- Instruction Guide(s)
- Lesson Plan(s)
- Test(s) & Test Key(s)
- [✓ Simulation/Gaming]
- Pamphlet/Brochure
- Monograph
- Microfiche
- Other

Nonprint:
- Transparency
- Film
- Filmstrip
- Video
- Audio
- Display (posters, etc.)
- Other

Material is part of a series: [✓ Yes] No
Material can stand alone: [✓ Yes] No
Material is intended for supplemental use only Yes [✓ No]

Narrative:

This is a game simulating the research, analysis, and decision making a person must do to select an appropriate business location. In the game, the specific content area taught to students is the process for choosing a location for a small business; the basic skills practiced are problem solving by analysis and logic, decision making, and constructive group interaction to achieve a common goal. Teacher instructions, student instructions and all game materials required are provided. The game takes four to six class periods to play, including introduction, play, scoring, and post-game discussion.

B, C-1

Small, Anne, and Levy, Robert S. *A Woman's Guide to Her Own Franchised Business*. 3rd ed. New York: Pilot Industries, Inc., 1975.

Availability: Address: Pilot Industries, Inc.
347 Fifth Avenue
New York, NY 10016

Cost: $2.50 (PB)

Copyrighted: X Yes ____ No
Public Domain: ____ Yes X No

Print:
Complete text/book(s) X
Modular unit(s) ____
Instruction Guide(s) ____
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure ____
Monograph ____
Microfiche ____
Other ____

Nonprint:
Transparency ____
Film ____
Filmstrip ____
Video ____
Audio ____
Display (posters, etc.) ____
Other ____

Material is part of a series: ____ Yes X No
Material can stand alone: X Yes ____ No
Material is intended for supplemental use only ____ Yes X No

Narrative:

This is a step-by-step guide showing how to participate in franchising. It explains the franchising opportunities that have been created for women and how to take advantage of them. The book is intended for women of all ages and of any status. The author provides an explanation of a franchise, suggestions for financial assistance, types of franchises suitable for women, a list of companies by occupational area that provide franchising opportunities for women, and a sample franchise contract.

A, B, C-1, D

Smith, Brian R. How to Prosper in Your Own Business--Getting Started and Staying on Course. Brattleboro, Vt.: The Stephen Green Press, 1981.

Availability: Address: The Stephen Green Press
Brattleboro, Vermont 05301

Cost: $11.95 (HB)

Copyrighted: [✓ Yes] No
Public Domain: Yes [✓ No]

Print:
- Complete text/book(s) [✓]
- Modular unit(s)
- Instruction Guide(s)
- Lesson Plan(s)
- Test(s) & Test Key(s)
- Simulation/Gaming
- Pamphlet/Brochure
- Monograph
- Microfiche
- Other

Nonprint:
- Transparency
- Film
- Filmstrip
- Video
- Audio
- Display (posters, etc.)
- Other

Material is part of a series: Yes [✓ No]
Material can stand alone: [✓ Yes] No
Material is intended for supplemental use only Yes [✓ No]

Narrative:

This book is described by its author as a guide for entrepreneurs. Potential entrepreneurs can select chapters of interest or can proceed sequentially through the material. Chapter One discusses the author's concept of the new entrepreneur and includes a brief history of entrepreneurship. Chapters Two and Three prepare the reader to enter into business ownership by providing information on profitability of small businesses, franchising, the mental and physical requirements of business, and sources of assistance. Chapter Four discusses how to prepare a business plan and provides excerpts from actual plans. Chapters Five through Ten discuss the operation of a business, marketing a business, financing a business, managing personnel, administering a business, and other aspects such as the business cycle, the role of government, business failures, selling the business, and estate planning. Chapters Eleven and Twelve concern women and couples in small businesses. Chapter Thirteen talks about the future of small business as viewed by the author. Appendices include listings of SBA and U.S. Department of Commerce field offices, a listing of sources of information for specific businesses, a final exam, a bibliography, and samples of a partnership agreement and two business plans.

Smutney, Joan F. Job Creation: Creative Materials, Activities, and Strategies for the Classroom. Springfield, Ill.: Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 1982. (ED 213 954).

Availability: Address: Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(800) 322-3905 (In Illinois)
(309) 298-1917 (Outside Illinois)

Cost: $19.95 (No. 203)
______
______

Copyrighted: ______ Yes __X__ No
Public Domain: __X__ Yes ______ No

Print:
Complete text/book(s) ______
Modular unit(s) __X__
Instruction Guide(s) ______
Lesson Plan(s) ______
Test(s) & Test Key(s) ______
Simulation/Gaming ______
Pamphlet/Brochure ______
Monograph ______
Microfiche __X__
Other ______

Nonprint:
Transparency ______
Film ______
Filmstrip ______
Video ______
Audio __X__
Display (posters, etc.) ______
Other ______

Material is part of a series: ______ Yes __X__ No
Material can stand alone: __X__ Yes ______ No
Material is intended for supplemental use only ______ Yes __X__ No

Narrative:

Designed for use by high school students, their teachers and counselors, these six learning modules contain creative materials to encourage individuals to think about their own talents, skills, interests, and capacities for job creation. Each module consists of student worksheets and teacher guides. Covered in the first five modules are the following topics: (1) Identifying personal skills and their relationship to job creation; (2) Identifying job creation opportunities in the community; (3) Planning and organizing in job creation; (4) Elements of job creation, including involvement, community, risk-taking, accomplishing, and task performance; and (5) Assessing oneself and one's readiness for involvement in entrepreneurship as well as starting and developing new ideas. The sixth module (complementing the first five) consists of an audio cassette script which includes the words to 11 songs concerning the topics addressed in the modules, as well as worksheets for teachers and students.

A, C-1, E

Steinhoff, Dan. Small Business Management Fundamentals. 2nd ed. New York: McGraw-Hill, 1978.

Availability: Address: McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020

Cost: $24.95 (HB)
_____

Copyrighted: __X__ Yes _____ No
Public Domain: _____ Yes __X__ No

Print:
Complete text/book(s) __X__
Modular unit(s) _____
Instruction Guide(s) _____
Lesson Plan(s) _____
Test(s) & Test Key(s) _____
Simulation/Gaming _____
Pamphlet/Brochure _____
Monograph _____
Microfiche _____
Other _____

Nonprint:
Transparency _____
Film _____
Filmstrip _____
Video _____
Audio _____
Display (posters, etc.) _____
Other _____

Material is part of a series: _____ Yes __X__ No
Material can stand alone: __X__ Yes _____ No
Material is intended for supplemental use only _____ Yes __X__ No

Narrative:

There is a general lack of comprehension of basic management skills among owners and operators of small firms. This college-level text offers a straightforward approach in presenting fundamentals of managing small firms. The text is organized around planning, financing and financial management, form and structure of the business, operating, and evaluating a small business. Unique to this text are discussions of consumer legislation, business layout, and the usefulness of key-man/woman insurance. Case studies and discussion questions are provided for each chapter. An instructor's manual is available.

Stevick, Orlo D. Model For Small Business Management Program In North Dakota Post-Secondary Institutions: Final Report. Devils Lake, N. Dak.: Lake Region Junior College, 1978. (ED 162 122).

Availability: Address: Through ERIC

Cost: Eric Document Ordering Instructions and Charges ____

Copyrighted: ____ Yes __X__ No
Public Domain: __X__ Yes ____ No

Print:
Complete text/book(s) ____
Modular unit(s) ____
Instruction Guide(s) ____
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure ____
Monograph ____
Microfiche __X__
Other __X__ Final Report

Nonprint:
Transparency ____
Film ____
Filmstrip ____
Video ____
Audio ____
Display (posters, etc.) ____
Other ____

Material is part of a series: ____ Yes __X__ No
Material can stand alone: __X__ Yes ____ No
Material is intended for supplemental use only ____ Yes __X__ No

Narrative:

This is the final report of a project designed to educate small business entrepreneurs on a continuing basis over three years. A model was developed to meet the specific needs of North Dakota business entrepreneurs and the postsecondary educational institutions providing the training. The model consists of four types of activities: classroom instruction, small group instruction, individual instruction, and business technology instruction. The instructional materials for the first year included information and content that have application to all class members. In the second and third years, much of the instructional material was drawn from analyses of the class members' businesses. A listing of unit topics for each of the three years of instruction is provided. The intended reader of this report is anyone who is responsible for developing and/or conducting entrepreneurship training for adults.

C-1, E

Teal, Ptarsmigan. "Women in the Rural Economy: Employment and Self-Employment." Brakes Shoes, Backhoes, and Balance Sheets: The Changing Vocational Education of Rural Women, ed. Stuart Rosenfeld. Washington, D.C.: Rural American Woman, Inc., 1981. (ED 212 759).

Availability: Address: Rural American Woman, Inc.
1522 K. St., N.W., Suite 700
Washington, DC 20005

Cost: $7.00 Individuals
$15.00 Organization
$5.00 RAW members

Copyrighted: ___ Yes _X_ No
Public Domain: _X_ Yes ___ No

Print:
Complete text/book(s) ___
Modular unit(s) ___
Instruction Guide(s) ___
Lesson Plan(s) ___
Test(s) & Test Key(s) ___
Simulation/Gaming ___
Pamphlet/Brochure ___
Monograph ___
Microfiche ___
Other _X_

Nonprint:
Transparency ___
Film ___
Filmstrip ___
Video ___
Audio ___
Display (posters, etc.) ___
Other ___

Material is part of a series: ___ Yes _X_ No
Material can stand alone: _X_ Yes ___ No
Material is intended for supplemental use only ___ Yes _X_ No

Narrative:

This resource on entrepreneurship is one chapter of a five-chapter document dealing with special problems of vocational education for rural women. The author highlights the activities of rural female entrepreneurs, assesses the role of "microbusiness" in rural economies, and shares unique experiences of rural women. Suggestions are also given relative to a number of approaches to consider when developing entrepreneurship courses for rural women.

The intended reader of the material is anyone who is directly responsible for organizing and delivering entrepreneurship instruction for rural women.

A, C-5, D

Turpeau, Anne B. Business Opportunities Project of the National Committee on Household Employment: Final Report. Washington, D.C.: Office of Education (DHEW), 1979. (ED 193 423).

Availability: Address: Through ERIC

Cost: Eric Document Ordering Instructions and Charges

Copyrighted: ____ Yes _X_ No
Public Domain: _X_ Yes ____ No

Print:
- Complete text/book(s) ____
- Modular unit(s) ____
- Instruction Guide(s) ____
- Lesson Plan(s) ____
- Test(s) & Test Key(s) ____
- Simulation/Gaming ____
- Pamphlet/Brochure ____
- Monograph _X_
- Microfiche _X_
- Other ____

Nonprint:
- Transparency ____
- Film ____
- Filmstrip ____
- Video ____
- Audio ____
- Display (posters, etc.) ____
- Other ____

Material is part of a series: ____ Yes _X_ No
Material can stand alone: _X_ Yes ____ No
Material is intended for supplemental use only ____ Yes _X_ No

Narrative:

This evaluation report examines a business opportunities project that was designed to encourage and assist low-income women, especially minority women, to explore business ownership as a career option. The report evaluates the seven-week test workshop conducted for working women (over half having annual incomes under eight thousand dollars and nearly half having less than a high school education). The evaluation suggests that the participants gained new knowledge of business ownership and management, formulated new career plans, and undertook new learning activities. Appendices to this report include a schedule and workshop agenda, the results of a survey of basic business competencies among women, the survey form, qualitative evaluations from participants, and a summary and evaluation of each session with objectives.

A,C-1,E

University of Georgia. Entrepreneurship Vol. I and II. Athens, GA: University of Georgia, Division of Vocational Education, n.d.

Availability: Address: Division of Vocational Education
628 Aderhold Hall
University of Georgia
Athens, GA 30602

Cost: Not Available

Copyrighted: X Yes ____ No
Public Domain: ____ Yes X No

Print:	
Complete text/book(s)	
Modular unit(s)	
Instruction Guide(s)	X
Lesson Plan(s)	
Test(s) & Test Key(s)	X
Simulation/Gaming	
Pamphlet/Brochure	
Monograph	
Microfiche	
Other	

Nonprint:	
Transparency	
Film	
Filmstrip	
Video	
Audio	
Display (posters, etc.)	
Other	

Material is part of a series:	____ Yes	X No
Material can stand alone:	X Yes	____ No
Material is intended for supplemental use only	____ Yes	X No

Narrative:

This material consists of two volumes. Volume I is dedicated to the personal characteristics of entrepreneurs and Volume II focuses on the orientation and marketing of small business. This curriculum consists of instructors' outlines, classroom activities, pretests, instructors' checkpoints, and posttests. The material is comprehensive and exacting. It covers every aspect of entrepreneurship and small business administration. A complete bibliography is provided for each section and constitutes an accurate review of literature concerning small business administration.

B, C-1, D

U.S. Department of Commerce, Minority Business Development Agency. Guide to Federal Minority Enterprise and Related Assistance Programs, 1982. Washington, D.C.: Minority Business Development Agency, U.S. Department of Commerce, 1982.

Availability: Address: U.S. Department of Commerce
Minority Business Development Agency
14th Street and Constitution Avenue, N.W.
Washington, DC 20230

Cost: No Cost

Copyrighted: ____ Yes _X_ No
Public Domain: _X_ Yes ____ No

Print:
Complete text/book(s) ____
Modular unit(s) ____
Instruction Guide(s) ____
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure ____
Monograph _X_
Microfiche ____
Other ____

Nonprint:
Transparency ____
Film ____
Filmstrip ____
Video ____
Audio ____
Display (posters, etc.) ____
Other ____

Material is part of a series: ____ Yes _X_ No
Material can stand alone: _X_ Yes ____ No
Material is intended for supplemental use only ____ Yes _X_ No

Narrative:

This monograph identifies and describes federal programs which furnish capital, management assistance, and contracting opportunities for minority businesses. In addition, other federal business-related programs which may be of interest to minority entrepreneurs are described. For each program, the following information is provided: program title, agency, type of assistance available, description of the program, eligibility requirements, application procedure, and contact addresses and phone numbers. The information is categorized into the following sections: interagency coordination, Minority Business Development Agency (MBDA), U.S. Small Business Administration (SBA), business contract opportunities, financial assistance, management assistance, information assistance, and special programs. Extensive directories of contract agencies for the minority entrepreneur intested in programs described in this publication are provided in 17 appendices.

U.S. Small Business Administration Publications. April, 1981.

Availability: Address: Superintendent of Documents
Government Printing Office
Washington, DC 20402
(202) 783-3238 or Telex (#710-822-9413)

Cost: Varied (See Appendix E_{11})

____

Copyrighted: ____ Yes __X__ No
Public Domain: __X__ Yes ____ No

Print:
Complete text/book(s) ____
Modular unit(s) ____
Instruction Guide(s) ____
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure ____
Monograph ____
Microfiche ____
Other __X__ SBA materials

Nonprint:
Transparency ____
Film ____
Filmstrip ____
Video ____
Audio ____
Display (posters, etc.) ____
Other ____

Material is part of a series: __X__ Yes ____ No
Material can stand alone: __X__ Yes ____ No
Material is intended for supplemental use only ____ Yes __X__ No

Narrative:

See Appendix E_{11} for a directory of SBA Regional Offices. Also included are listings of materials that are free and for sale along with order blanks for both.

A, B, C-1

Van Voorhis, Kenneth R. Entrepreneurship and Small Business Management.
Boston, Mass.: Allyn and Bacon, Inc., 1980.

Availability: Address: Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Mass. 02210

Cost: $29.09 (HB)

Copyrighted: __X__ Yes _____ No
Public Domain: _____ Yes __X__ No

Print:
Complete text/book(s) __X__
Modular unit(s) _____
Instruction Guide(s) _____
Lesson Plan(s) _____
Test(s) & Test Key(s) _____
Simulation/Gaming _____
Pamphlet/Brochure _____
Monograph _____
Microfiche _____
Other _____

Nonprint:
Transparency _____
Film _____
Filmstrip _____
Video _____
Audio _____
Display (posters, etc.) _____
Other _____

Material is part of a series: _____ Yes __X__ No
Material can stand alone: __X__ Yes _____ No
Material is intended for supplemental use only _____ Yes __X__ No

Narrative:

Small businesses are failing at a rate of 90%. Yet, in spite of these statistics, there has never been so many small businesses and people thinking about starting new ones. This text explores the reasons behind the continued interest in entrepreneurship and provides a practical, "how to" approach to starting and managing a small business.

Beginning with an overview of entrepreneurship, the nine sections (18 chapters) cover a step-by-step process for conducting a feasibility study and developing a business plan; organizing and starting a business; marketing and operations; management; evaluating performance and changing strategies to take advantage of opportunities; and a final chapter on small business management counseling specifically focused on students in the federally-sponsored Small Business Institute.

Two self-assessment instruments to help the potential entrepreneur consider his/her readiness are provided. A checklist on insurance needed, a form for evaluating an ongoing business, and a bibliography of SBA materials are also provided. Case studies are used extensively to illustrate basic principles.

B, C-1

Vesper, Karl H. New Venture Strategies. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1980.

Availability: Address: Prentice-Hall, Inc.
Order Department
200 Old Tappan Road
Old Tappan, NJ 07675
(201) 767-5049

Cost: $21.95 (HB)
$15.95 (PB)

Copyrighted: [✓ Yes] No
Public Domain: Yes [✓ No]

Print:
- Complete text/book(s) [✓]
- Modular unit(s)
- Instruction Guide(s)
- Lesson Plan(s)
- Test(s) & Test Key(s)
- Simulation/Gaming
- Pamphlet/Brochure
- Monograph
- Microfiche
- Other

Nonprint:
- Transparency
- Film
- Filmstrip
- Video
- Audio
- Display (posters, etc.)
- Other

Material is part of a series: Yes [✓ No]
Material can stand alone: [✓ Yes] No
Material is intended for supplemental use only Yes [✓ No]

Narrative:

There are eleven types of entrepreneurs described in this book, ranging from the self-employed individual to conglomerators. Beginning with a discussion of entrepreneurial perspectives, the text examines alternative kinds of ventures, how to discover them, and--once discovered--how to find lines of entry. A dichotomous approach to entrepreneurship, individual and corporate, is presented. Topics include success and failure factors, career departure points for beginning a new business, sources of venture ideas, entry wedges, and locating and buying an ongoing business. Brief case studies are used extensively to illustrate key points.

A, C-1, E

Walden, Jim, Project Director. Small Business Ownership, Management, Entrepreneurship: A Model for Vocational Education Program Development in Entrepreneurship. Little Rock: Division of Vocational, Technical, and Adult Education, Arkansas State Department of Education, 1978. (ED 174 855) (ED 164 996).

Availability: Address: Through ERIC

Cost: ERIC Document Ordering Instructions and Charges

Copyrighted: ___ Yes X No
Public Domain: X Yes ___ No

Print:		Nonprint:	
Complete text/book(s)		Transparency	
Modular unit(s)	X	Film	
Instruction Guide(s)		Filmstrip	
Lesson Plan(s)		Video	
Test(s) & Test Key(s)	X	Audio	
Simulation/Gaming	X	Display (posters, etc.)	
Pamphlet/Brochure		Other	
Monograph			
Microfiche	X		
Other			

Material is part of a series: X Yes ___ No
Material can stand alone: X Yes ___ No
Material is intended for supplemental use only ___ Yes X No

Narrative:

The guide for instruction (ED 174 855) in the basics of entrepreneurship is intended for use primarily in adult education. However, it can be adapted for use in secondary and postsecondary vocational education programs. Twelve topical units are presented in the guide: business financing; business financial planning; business outlook; financial records management; human relations and its effect on personal and business life; insurance; modern marketing for small businesses; paperwork management; personal and family financial management; personnel management in small businesses; property management; and taxation and tax planning. Each unit contains most of the following instructional elements: unit objectives, suggested activities, instructional materials, information sheets, assignment sheets, tests, and answer sheets for tests and assignments. The guide can be used as an instructional resource for the teacher when giving group instruction, or each unit can be used by individual students on a self-study basis.

The final report of this project (ED 164 996) describes the methods for developing and implementing the modules as well as the staff development program designed for adult instructors.

A, B, C-1

Winston, Sandra. The Entrepreneurial Woman. New York: Newsweek Books, 1979.

Availability: Address: Newsweek, Inc.
444 Madison Ave.
New York, NY 10020

Cost: $2.95 (PB)
______

Copyrighted: __X__ Yes _____ No
Public Domain: _____ Yes __X__ No

Print:
Complete text/book(s) __X__
Modular unit(s) _____
Instruction Guide(s) _____
Lesson Plan(s) _____
Test(s) & Test Key(s) _____
Simulation/Gaming _____
Pamphlet/Brochure _____
Monograph _____
Microfiche _____
Other _____

Nonprint:
Transparency _____
Film _____
Filmstrip _____
Video _____
Audio _____
Display (posters, etc.) _____
Other _____

Material is part of a series: _____ Yes __X__ No
Material can stand alone: __X__ Yes _____ No
Material is intended for supplemental use only _____ Yes __X__ No

Narrative:

This book focuses on the psychological and personal implications for women who are starting their own businesses. It addresses situations that force women to juggle their lives between their work and their families, or to choose between careers and marriage. By sharing the experiences, trials, and successes of other women in business, this book gives support and encouragement to those women who are thinking of going it on their own in the business world. This book is help for the new entrepreneurial woman, the reentry woman, the woman considering a career change, and the professional contemplating whether or not private practice is for her.

A, C-1, E

Winter, Gene M. Sourcebook for Improving Post-Secondary Education for Self-Employment. Albany, N.Y.: State University of New York at Albany, Two-Year College Development Center, 1979. (ED 181 247).

Availability: Address: Through ERIC

Cost: ERIC Document Ordering Instructions and Charges

Copyrighted: ____ Yes X No
Public Domain: X Yes ____ No

Print:
Complete text/book(s) ____
Modular unit(s) ____
Instruction Guide(s) ____
Lesson Plan(s) ____
Test(s) & Test Key(s) ____
Simulation/Gaming ____
Pamphlet/Brochure ____
Monograph ____
Microfiche X
Other X Handbook for Coordinators of Post-Secondary Programs for Self-Employment

Nonprint:
Transparency ____
Film ____
Filmstrip ____
Video ____
Audio ____
Display (posters, etc.) ____
Other ____

Material is part of a series: ____ Yes X No
Material can stand alone: X Yes ____ No
Material is intended for supplemental use only ____ Yes X No

Narrative:

This sourcebook on small business/entrepreneurship programs is written for coordinators or instructors of entrepreneurship programs at postsecondary levels. The major content includes a synthesis of ideas and recommendations in ten decision areas which coordinators of entrepreneurship programs must address: purpose or need, clientele, client characteristics, program objectives, program structure and scope, funding and support, staffing, recruitment and selection, evaluation, and program content. Basic questions and supportive materials are provided to assist with decision making. Listings of resources and instructional materials are appended. Six case studies of small business ventures are presented with questions to guide class discussions, individual assignments, and instructor presentations. Guidelines for evaluating program planning, recruitment and selection, instructional objectives, staffing, and program impact are also outlined. A listing of contact persons at postsecondary institutions and a topical paper on recruitment and funding are also provided.

C-1,E

Wooler, Robert. Blazing Squeegees: Media Arts Entrepreneur Project Training Manual. Nateck, MA: Vision in Action, Inc. 1983

Availability: Address: Media Workshop
26 Summer Street
Nateck, MA 01760

Cost: Not Available

Copyrighted: ____ Yes X No
Public Domain: X Yes ____ No

Print:
- Complete text/book(s) ____
- Modular unit(s) ____
- Instruction Guide(s) ____
- Lesson Plan(s) X
- Test(s) & Test Key(s) ____
- Simulation/Gaming ____
- Pamphlet/Brochure ____
- Monograph ____
- Microfiche ____
- Other X

Nonprint:
- Transparency ____
- Film ____
- Filmstrip ____
- Video ____
- Audio ____
- Display (posters, etc.) ____
- Other ____

Material is part of a series: ____ Yes X No
Material can stand alone: X Yes ____ No
Material is intended for supplemental use only ____ Yes X No

Narrative:

This training manual is divided into three principal sections. The first section provides an overview of the workshop and presents the essential elements for a successful program. The second section introduces the media and business curriculum utilized during the workshop and the program services that are provided. Finally, the actual business operations are explored, which include a business checklist, plan, and financial statement.

This manual, while limited in scope, is a satisfactory reference for those interested in conducting a workshop dealing with entrepreneurship. The manual lacks depth and avoids the complex issues of entrepreneurship, but it does provide a promatic application.

APPENDIX B

MODEL TRAINING PROGRAM DESCRIPTIONS

APPENDIX B

MODEL 1	A Free Enterprise Elementary Career Education Project: Academic Skills Application (1980)
MODEL 2	The Kinder-Economy: A Case-Study of Kindergarten Pupils' Acquisition of Economic Concepts (1977)
MODEL 3	Exploration of Entrepreneurship as a Career Option (1983)
MODEL 4	Entrepreneurship and Black Youth (1980)
MODEL 5	Southeast Oklahoma Rural Entrepreneurship/Industry Program
MODEL 6	Entrepreneurship For Kids (1984)
MODEL 7	Teacher Practicum - Entrepreneurship Awareness and Training for Public School Teachers (1983)
MODEL 8	Steps to Starting a Small Business
MODEL 9	Entrepreneurship Preparation for Vocational Education Programs in 22 Comprehensive High Schools (1978)
MODEL 10	Junior Achievement (1919)
MODEL 11	The Hawaii Entrepreneurship Training and Development Institute (HETADI)
MODEL 12	Small Business College (1980)
MODEL 13	Small Business Management: Vocational Programs in 20 Adult Vo-Tech Institutes Through Extension Services (1980)
MODEL 14	Educational Assistance Program for Retail Entrepreneurs (1983)
MODEL 15	Minnesota Entrepreneurs Club (1983)

ENTREPRENEURSHIP EDUCATION
MODEL PROGRAM INFORMATION

MODEL 1

1. Program Name/Title: A Free Enterprise Elementary Career Education Project: Academic Skills Application (1980)

2. Location: Troy State University, Hurlburt Field, Florida

3. Level: a. Stage: Awareness
   b. Target Group: Elementary

4. Affiliation/Collaboration: N/A

5. Program: a. Basic Training Objectives: To help students learn about the free enterprise system and the jobs necessary to enable the system to function efficiently.

   b. Educational and Instructional Strategies: Simulated activities of actual market economy; comprehensive 6-week course; working foundation in areas of banking, farming, manufacturing, and retailing; lectures, group discussions, film strips, field trips, and guest speakers.

   c. Content: 1) understand interrelationship of producing, distributing and consuming goods and services; 2) recognize interdependence of individual citizens and workers in public and private enterprise; c) develop job awareness and responsibilities in free enterprise.

   d. Other Information:

      1) Faculty: Elementary School Teachers

      2) Results: Length of Time - Started in 1979, 3-year period.
      Number Trained - 300 students in grades 4-6
      Success - Objectives were met, activities of project closely integrated into school curriculum, student participation increased each year, contributed to maintaining high level of school attendance. Pre- and post-tests indicate that students were able to give logical answers to written test questions on enterprise economy.

      3) Cost/Benefits: N/A

      4) Replicability: N/A

6. Evaluation: N/A

7. Contact Person: Norbert Johnson
Associate Professor of Counseling
Troy State University

(904) 884-7461

ENTREPRENEURSHIP EDUCATION
MODEL PROGRAM INFORMATION

MODEL 2

1. **Program Name/Title:** The Kinder-Economy: A Case-Study of Kindergarten Pupils' Acquisition of Economic Concepts (1977)

2. **Location:** University of California, Los Angeles

3. **Level:** a. **Stage:** Awareness
   b. **Target Group:** Elementary (K-12)

4. **Affiliation/Collaboration:** N/A

5. **Program:** a. **Basic Training Objectives:** To present conflicting evidence and show the process of decision-making through rationalization as accomplished by five- and six-year olds. Investigates the relationship of child's success in economic decision making and analysis to instructional intervention or increased maturity; the extent and degree children are able to master concepts; the type of school, home, and personality variables that predict success in economic decision making and analysis; and parents' attitudes toward the teaching of economic decision making and analytical principles.

   b. **Educational and Instructional Strategies:** Games, learning centers, worksheets, filmstrips, role play, simulation activities.

   c. **Content:** Set of sequential experiences emphasizing decision-making concepts on economics related to the real world; introduces basic economic concepts to children in primary grades; nine economic decision-making and analytical concepts using a three-stage sequence of experience, debriefing, and reinforcement. Nine concepts: scarcity; decision making, opportunity cost and cost-benefit analysis; production; specialization; distribution; consumption and savings; demand and supply; business organization and business venture; money and barter.

   d. **Other Information:**

      1) **Faculty:** Randomly selected from group of 92 volunteers; teachers attended a 30-hour workshop on Kinder-Economics, have been tested on the nine economic concepts and have demonstrated competency in the programs at or above the 80 percent level.

2) Results: Length of Time: 1977
Number Trained: 96 subjects from 5 kindergarten classes, aged 5-6 years
Success: Children's understanding of economics most likely related to instructional intervention inherent in Kinder-Economic Program. After completing program, children's economic literacy level was 4 percent higher than level manifested by the teachers.

3) Cost/Benefits: N/A

4) Replicability: N/A

6. Evaluation: N/A

7. Contact Person: Ashley Parker
Research Assistant
University of California
210 Moore Hall
Education Department
Los Angeles, CA 90024

(213) 825-8383

ENTREPRENEURSHIP EDUCATION
MODEL PROGRAM INFORMATION

MODEL 3

1. Program Name/Title: Exploration of Entrepreneurship as a Career Option (1983)

2. Location: Memphis, Tennessee, Melrose High School (Pilot)

3. Level: a. Stage: Awareness
   b. Target Group: Secondary/Adult Vocational Education

4. Affiliation/Collaboration: Public School

5. Program: a. Basic Training Objectives: N/A

   b. Educational and Instructional Strategies: Seminar speakers from small and large businesses, SBA, etc. are used. Text Used: Last year developed own materials for reference; PACE (Program for Acquiring Competence in Entrepreneurship), NCRVE; Small Business Management and Ownership Vol. 1, (GPO); Creating a New Enterprise, Southwestern

   c. Content: Career awareness of entrepreneurship option; infusion concept; 6 week unit for each--marketing and distribution, office education, trade and industrial, building trades, commercial arts, other areas--full year program marketing class, advanced students, separate course elective. Entrepreneurship concepts infused into existing programs in photography, food service, horticulture and auto mechanics.

   d. Other Information:

      1) Faculty: Certified Marketing and Distributive Education Teacher

      2) Results: Length of Time - 1982-83; 1 hour per day, 6 weeks (from regular 3-hour period)
         Number Trained - 60 Students, average 15 for each of the four groups
         Success - N/A

      3) Cost/Benefits: Vocational Education funds (State and Federal)

      4) Replicability: Already replicated, plan to replicate state-wide next year.

6. Evaluation: Evaluated at end of school year to improve offering following year.

7. Contact Person: Herb Morris
Consultant - MDE
Memphis City Schools
1597 Avery - Room 244
Memphis, TN 38112

(901) 454-5295

ENTREPRENEURSHIP EDUCATION
MODEL PROGRAM INFORMATION

MODEL 4

1. Program Name/Title: Entrepreneurship and Black Youth (1980)

2. Location: Athens, Georgia

3. Level: a. Stage: Awareness
   b. Target Group: Secondary

4. Affiliation/Collaboration: University of Georgia, Small Business Development Center; Georgia Office of Minority Business Development; The National Business League

5. Program: a. Basic Training Objectives: to acquaint students with the idea of entrepreneurship and to impress upon them the importance of higher education as a means of achieving high goals; and to motivate students toward entrepreneurship as a career goal through exposure to successful Black role models.

   b. Educational and Instructional Strategies: 4 days in college campus environment during summer (June); intensive workshops held in University classroom; special events planned to provide recreational and cultural diversity; awards presented to winners during banquet.

   c. Content: starting and managing a business, business law, marketing, international trade, computer simulation in which student learns to manage a mock firm, goal achievement, and assertiveness training; core of classroom activities - computer game, serves as vehicle to utilize theory presented in earlier classroom sessions.

   d. Other Information:

      1) Faculty: University of Georgia College of Business Administration, SBDC professionals, and successful Black entrepreneurs

      2) Results: Length of Time - 1980
         Number Trained - 221 students

3) Cost/Benefits: Cannot be fully measured in percentages and numbers. Significance is clearly understood from students' comments.

4) Replicability: Program expanded regionally into Alabama and South Carolina.

6. Evaluation: Students complete an unsigned evaluation form to assess the program internally. Returning students complete additional evaluation that gives indication how student utilized information gained during previous year's program.

7. Contact Person: Ms. Le-Quita R. Booth
Associate Director of Special Programs
Small Business Development Center
University of Georgia
Athens, Georgia

ENTREPRENEURSHIP EDUCATION
MODEL PROGRAM INFORMATION

MODEL 5

1. Program Name/Title: Southeast Oklahoma Rural Entrepreneurship/Industry Program

2. Location: Kiamichi Area Vocational and Technical School District; Seven-county area of Pittsburg, Coal, Johnson, Atoka, Pushmataha, Bryon and Choctaw. Training facilities located in 3 sites - McAlester, Atoka and Hugo

3. Level: a. Stage: Awareness, Development, and Application
   b. Target Group: Postsecondary and Adult

4. Affiliation/Collaboration: Project funded by Oklahoma State Department of Vocational-Technical Education

   - Contract with School District
   - Other support groups cooperating with Project:
     - ° Office of Governor
     - ° Rural Enterprises Development Company/Industrial Technology Research & Development, Inc. (REDC/ ITRAD)
     - ° Small Business Administration District Office
     - ° Oklahoma Department of Economic and Community Affairs
     - ° Oklahoma Economic Development Department
     - ° Choctaw ManPower Training Program

   Note: Initial Grant from US Department of Labor, 1981. Sub Part J, CETA National Demonstration Program, Title 6 Special Project

5. Program: a. Basic Training Objectives: to develop and sustain the economic ability of the 7-county area by assisting in the skills training of employees and in the development of small businesses which will result in jobs. Objectives: 1) to introduce persons enrolled in Vocational Education to the private enterprise system in their specific vocational training program area; 2) to provide employment preparation through PLATO/Basic Skills Program in the 3 learning centers for youth and other individuals who have dropped out of school

5. Program: a. Basic Training Objectives: (Continued)

or have a pattern of severe unemployment/underemployment; 3) to provide management training and assistance to those who wish to pursue careers as owners/managers of small business; 4) to develop new products and processes in related vendor production for small businesses through linkages between the REDC/ITRAD federal government institutions, Small Business Administration and private sector management industries; and 5) to provide job-related training to unemployed or underemployed individuals to prepare them for jobs in emerging local industries

b. Educational and Instructional Strategies: Open-entry--open-exit systems--students start at different times, self-paced and exit independently as complete competency objectives in contract.

Phase I - Awareness curriculum for all students

Phase II - Advanced entrepreneurship training targeted for students who want to start their own businesses

Format for Incubator Stage - The small business management training provided in overall vocational training programs for secondary and adult students at each of 3 locations

- The Incubator training is conducted in an open space industrial facility adjacent to the Vo-Tech Campus

c. Content: 5-year pilot project with training for special industry skills which will result in the employment of skilled trainees in locally created industries.

Sample Curriculum: Small Business Management Training Course Outline

Phase I - free enterprise and entrepreneurship - discovering world of small enterprise, examining entrepreneurship as career, finding new enterprise ideas

c. Content: (Continued)

Phase II - advanced entrepreneurship - planning a new enterprise, putting the plan into action, preparing a financial plan, and a program for acquiring competence (PACE)

d. Other Information

1) Faculty: Three industrial training coordinators provide industrial training in production for potential owners and employees in the emerging business

2) Results: Length of Time - January 1981 started this 5-year project

Number Trained - CETA first Year - N/A
1982/83 - 936 secondary adults
875 adults
55% male, 45% female enrollment distribution

Success: Development Stages in Incubator -
McAlester - Southeastern Warehousing Service Corp., Wire Cut, storage, & Kit Packaging Business. Training began June 1, 1983.

Hugo - PAC RAT, new product, on attachment to hold tools, spare tire and jack in pickup truck, new invention ready for production and marketing

Atoka - Cimarron Bronze Works, foundry operation in startup stage
- Circle Ball is a new product in the pending stage for Atoka or Hugo incubator

Assistance is being provided for a fourth Community Incubator -Scannol, Inc. -producing a disposable fabric glove in Colgate Community Incubator

3) Cost/Benefits: N/A

4) Replicability: Pilot project can be used as model program for community college, and training at vocational and technical level in a 4-year college and university setting

6. Evaluation: N/A

7. Contact: N/A

ENTREPRENEURSHIP EDUCATION
MODEL PROGRAM INFORMATION

MODEL 6

1. Program Name/Title: Entrepreneurship For Kids (1984)

2. Location: Apollo JVS, 2225 Shawnee Rd, Lima, Ohio 45806

3. Level: a. Stage: Awareness
   b. Target Group: Adult (K-12 Teachers)

4. Affiliation/Collaboration: Consumer Economics, Vocational Home Economics, State Department of Vocational/Technical Education

5. Program: a. Basic Training Objectives: To acquaint participants with 1) Information about small businesses, what makes them successful, and how they contribute to the economic system.

   2) Information, resources, and learning activities that will help students consider and evaluate the career goal of owning their own businesses

   b. Educational and Instructional Strategies: One-day teacher in-service

   c. Content: To make teachers aware of importance of small business and entrepreneurship and how they can integrate this into their curriculum

   d. Other Information:

   1) Faculty: Consumer Economics Coordinator, Guidance Superviser, Shop Owners

   2) Results: Length of Time: Planning 8-12 hours
      Operate 6-1/2 hours
      Number Trained: 20-24 (estimate)
      Success: Questionnaire Evaluation given at the end of the day

   3) Cost/Benefits: Consumer Economics Grant. Reimburses $35 per teacher to school districts sending teachers to cover substitute cost. Low cost/high benefit is expected

   4) Replicability: Easy for any school system to do

6. Evaluation: One page questionnaire will be completed by participants

7. Contact:

Carol Craig Bodeen
Consumer Economics
Apollo J.V.S.
2225 Shawnee Road
Lima, Ohio 45806

(419) 999-3015

ENTREPRENEURSHIP EDUCATION
MODEL PROGRAM INFORMATION

MODEL 7

1. Program Name/Title: Teacher Practicum - Entrepreneurship Awareness and Training for Public School Teachers (1983)

2. Location: University of Texas, Austin

3. Level:
   a. Stage: Awareness
   b. Target Group: Adult

4. Affiliation/Collaboration: College of Engineering/College of Education

5. Program:
   a. Basic Training Objectives: Teaching teachers the basics of doing business in the American free enterprise system - e.g., the importance of productivity, how supply and demand really work, the meaning of teamwork in a company, why businesses feel burdened by regulations, the spirit of employees working hard and enjoying it. Overall Goal: To be sure the concepts of free enterprise reach all students. Text--based on previously developed materials.

   Outgrowth/Follow-through Program: Excellence Awards for Enterprising Students of Practicum Teachers. Fourfold purpose: a) to stimulate imaginative projects of students in response to innovative teaching practices among past and present Practicum Teachers; b) to give recognition to enterprising students who, in turn, demonstrate the benefits of scholarships awarded to their teachers; c) to encourage both students and teachers to share with others a useful description of effective teaching practices in free enterprise education; and d) to foster an awareness and exchange of successful student learning experiences by dissemination of effective teaching models.

   b. Educational and Instructional Strategies: Summer session: one week at UT campus for orientation, lectures and attending Annual Free Enterprise Conference; four weeks actively involved with sponsoring company; one week return to UT campus developing lesson plans, attending lectures and debriefing.

   c. Content: Enbales teachers to become part of the company team for four weeks -allowing them firsthand experience with what a corporation is really like; how it functions daily, meeting challenges, and shouldering its responsibilities within a community.

d. Other Information:

1) Faculty: University instructor originally from private business

2) Results: Length of Time - 1976 and still on-going
Number Trained - As of 1983, 202 teachers have participated
Success: Proved to be remarkably effective as evidenced by the increased teacher and company participation since it started. Program is still ongoing.

3) Cost/Benefits: Sponsoring company contributes $2,200 to cover teacher stipend and program costs. Sponsoring businesses indicated practicum gives them a good return for their investment since it provides immediate benefits to the community through more informed consumers and better prepared business persons.

4) Replicability: Program could be used in various colleges and universities.

6. Evaluation: Survey of 1981 teacher practicum participants: 78% indicated practicum very valuable, 97% recognize need for teaching economic education to their students.

7. Contact:
George H. Blank
Coordinator-Chair of Free Enterprise
The University of Texas at Austin
College of Engineering
Engineering-Science Bldg 348
Austin, TX 78712

(512) 471-7501

ENTREPRENEURSHIP EDUCATION
MODEL PROGRAM INFORMATION

MODEL 8

1. Program Name/Title: Steps to Starting a Small Business

2. Location: Madison, Wisconsin

3. Level: a. Stage: Development
   b. Target Group: Secondary (Grades 11 and 12)

4. Affiliation/Collaboration: Business Education Coordinating Council, Madison Metropolitan School District, Madison Business and Education Coordinating Council, University of Wisconsin School of Education, Madison Rotary Foundation, Wisconsin State Department of Public Instruction, and Bureau of Vocational Education.

5. Program: a. Basic Training Objectives: To provide students with economic theory and hands-on activity. The hands-on activity will put the economic theory to practice in the form of how to start a small business.

   b. Educational and Instructional Strategies: Program consists of 28 classroom hours and 28 hours of outside activity, for a total of 56 hours. Upon completion of the course students have a complete business plan with a financial statement. Last activity of the course consists of a loan officer from a financial institution critiquing the business plan with the student and providing constructive criticism. Community people representing business, industry, labor, and government participate in teaching the class. Text used--*In Business* magazine, selected Small Business Administration Bulletins, selected books on Small Business Management.

   c. Content: Topics covered: Small Business Opportunities, Marketing Process, Legal Form of Business, Small Business Taxes, Small Business Insurance, Market Research, Selecting a Location, Merchandise Inventory and Cycle, Capital, Small Business Resources, Cash Flow, Business Records, Personnel Management, Advertising and Sales Promotions, and Loan Information.

   d. Other Information:

      1) Faculty: Teachers undergo training program on entrepreneurship prior to teaching the topics (Semester in-service course and curriculum writing during the summer).

2) Results: Length of Time - N/A
Number Trained - N/A
Success - N/A

3) Cost/Benefits: Jointly funded by Business and Education Coordinating Council, Madison Rotary Foundation, Wisconsin Department of Public Instruction, and Bureau of Vocational Education.

Budget:
Year One -- $36,000
Year Two -- $22,400
Year Three- $ 5,000

4) Replicability: N/A

6. Evaluation: N/A

7. Contact: Mrs. Audrey Lehman
Business and Education Coordinator
Madison Business and Education Coordinating Council, Inc.
P. O. Box 71
Madison, Wisconsin 53701-0071

(608) 257-2828

ENTREPRENEURSHIP EDUCATION
MODEL PROGRAM INFORMATION

MODEL 9

1. Program Name/Title: Entrepreneurship Preparation for Vocational Education Programs in 22 Comprehensive High Schools (1978)

2. Location: Montgomery County, Maryland

3. Level: a. Stage: Application
   b. Target Group: Secondary (Grades 11 and 12)

4. Affiliation/Collaboration: Public School System, Montgomery County, Maryland; Construction Trade Foundation; Auto Foundation and Retail Trade Foundation

5. Program: a. Basic Training Objectives: N/A

   b. Educational and Instructional Strategies: Infused into vocational education program. 1-3 periods (2 3/5 hours each) weekly. Used no materials that are specifically on entrepreneurship education. Used competency-based educational materials with some self-developed modifications. The programs include a career day with speakers and business people present.

   c. Content: Entrepreneurial concepts infused into existing vocational programs in the area of marketing and distributive education.

   d. Other Information:

      1) Faculty: Vocational education background. Worked construction in high school and college. There are 20 teachers in construction programs, 4 teachers in auto programs. Also used assistance from bankers, lawyers and and insurance people for students starting new businesses.

      2) Results: Length of Time - Proposed in 1974 - still on-going
      Number Trained - 4,000 since started, 450 students per year enrolled
      Success - Most of the students in the auto program get jobs in that area. In the construction program, 50% continue schooling; 35% are employed; 15% go into nonrelated areas or the military. Some from both programs start businesses right away but it is difficult in these hard economic times.

3) Cost/Benefits: Funding was received through loans from community banks.

4) Replicability: Nine other counties as well as other states and Africa used the model and modified it.

6. Evaluation: Used state evaluation forms. Evaluation done within a three-year period regularly. Teacher program also evaluated.

7. Contact:

Dr. Michael Wilson
Coordinator for Construction and Auto Foundations
Montgomery County Public School System

(301) 279-3433

ENTREPRENEURSHIP EDUCATION
MODEL PROGRAM INFORMATION

MODEL 10

1. Program Name/Title: Junior Achievement (1919)

2. Location: Stamford, Connecticut

3. Level: a. Stage: Application
   b. Target Group: Secondary

4. Affiliation/Collaboration: Local Business Community

5. Program: a. Basic Training Objectives: To provide practical and realistic education and experience in the private enterprise economic system.

   b. Educational and Instructional Strategies: Students are supervised by adult volunteers from the local business community. 20-25 students are formed to organize an enterprise; meet one night per week for two hours.

   c. Content: Principles of the free enterprise and economic system.

   d. Other Information

      1) Faculty - local businessmen

      2) Results: Length of Time - 1919
         Number Trained: N/A
         Success: Membership is well over 200,000 and growing, with a budget of almost $2M. Testimony to the value of JA comes from thousands of former JA participants

      3) Cost/Benefits: Students raised their own funds for their projects; fund-raising campaigns are initiated

      4) Replicability: 250 JA operating areas in all 50 states and has affiliates in 16 foreign countries

6. Evaluation: N/A

7. Contact:
Frank Evans
Director, Program Operations
Junior Achievement, Inc.
550 Summer Street
Stamford, Connecticut 06901

ENTREPRENEURSHIP EDUCATION
MODEL PROGRAM INFORMATION

MODEL 11

1. Program Name/Title: The Hawaii Entrepreneurship Training and Development Institute (HETADI)

2. Location: Honolulu, Hawaii

3. Level: a. Stage: Venture
   b. Target Group: Postsecondary and Adult

4. Affiliation/Collaboration: Hawaii Entrepreneurship Training and Development Institute; established by the private business community and former staff members of the refocused U.S. State Department International Entrepreneurship Development Program, East-West Center in Honolulu, nonprofit educational and scientific corporation

5. Program: a. Basic Training Objectives: Achievement of both business and life goals

   b. Educational and Instructional Strategies: 6PM-9PM evenings and 8AM-4PM Saturdays for 2-3 months; or 3-week residential, every day for 21 days; "how-to" and "hands-on" approach requirement; business plan (surrogate for equity and capital litmus test). Text used - The Entrepreneur's Handbooks and Practical Guide to Preparing Your Business Plan.

   c. Content: 3 elements--recruitment and selection, training workshop, follow-up consulting; CETA contractor, 200-300 hours; training workshop program includes role models, business knowledge, business skills, character development, and business planning and management. Follow-up consulting consists of a 7-month period, every two weeks, consulting, brokering the business plan to bankers or financiers, negotiating leases with landlords, finding key suppliers and pricing for clients, introducing clients to key business leaders in industry, establishing record/bookkeeping systems, monitoring sales, reviewing management styles and decisions, and updating/changing business plans with new circumstances

   d. Other Information:

      1) Faculty: Practitioners not academicians; applied and experimental teaching--not theoretical; teachers must operate their own businesses or have previously owned a business

2) Results: Length of Time--4 years, 1977-82
Number Trained--2,000 in 4-year period
Success: 66% of trainees started businesses after completion of training program; 52% continued in business 2-4 years later

3) Cost/Benefits: 1,978 jobs created at a cost to the government of $1,200 per job

4) Replicability: Extremely adaptable, implemented in 5 different countries: USA Mainland, Indianapolis; New Zealand; Swaziland, Africa; Guam; and Saipan. Guidelines for replication include: HETADI personnel or training of trainers, program for transfer of methods and materials, reproduction rights available.

6. Evaluation: Arthur Young Associates

7. Contact:
Gene R. Ward
Executive Director
Hawaii Entrepreneurship Training & Development Institute
Suite 1409, Century Center
1750 Kalakaua Avenue
Honolulu, HI 96826

(808) 955-8655

ENTREPRENEURSHIP EDUCATION
MODEL PROGRAM INFORMATION

MODEL 12

1. Program Name/Title: Small Business College (1980)

2. Location: Stark Technical College, 6200 Frank Rd., N. Canton, Ohio 44720

3. Level: a. Stage: Venture
   b. Target Group: Postsecondary/Adult

4. Affiliation/Collaboration: State of Ohio Post-Secondary College System; nonsubsidized, self-supporting effort to serve needs of community

5. Program: a. Basic Training Objectives: The concept behind most of the Small Business College courses is to give small business owners a taste of skills and varied disciplines that can aid in maximizing their profits and growth.

   b. Educational and Instructional Strategies: Professional "Real World" experience. Action oriented. Emphasis on "hands-on" experience. Ability to communicate effectively. Continued growth in field of interest. High level of dedication.

   c. Content: The focus was centered on start-up skills that can be learned, such as preparing a business plan, sources of financing, analyzing business locations, and instituting credit policies.

   d. Other Information:

      1) Faculty: Professional Businessmen

      2) Results: Length of Time - Since 1980, we have offered at least 5 to 7 courses each 12 weeks. Prior planning and needs assessment took four months.
      Number Trained - 1100 students
      Success - In 1980, this Small Business Program became the recipient of a grant from the American Association of Community and Junior Colleges for participation in the National Small Business Training Network and later, after comprehensive field testing, was selected as one of the nine exemplary projects within the Two-Year College Business Training movement.

3) Cost/Benefits: Small business owners who have no formal business training but who are looking to improve their business skills can choose from a wide variety of courses at a low fee of $50 for most mini courses. Text materials for many courses are furnished at no additional cost by the SBA.

4) Replicability: Numerous colleges throughout the country have inquired about this concept and are implementing similar programs.

6. Evaluation: Each class is monitored; students have a chance to evaluate the instructor, course content and general data. Confidential direct business counseling is provided to individuals and companies, emphasizing recognized practices for effective enterprise development. Close contact is maintained with clients over a sufficient time to evaluate results and progress.

7. Contact:
Leon H. Albert
Director
Center for Employee Development and Management
Stark Technical College
6200 Frank Avenue, NW
Canton, OH 44720

(216) 494-6170, ext. 249 or 255

ENTREPRENEURSHIP EDUCATION
MODEL PROGRAM INFORMATION

MODEL 13

1. Program Name/Title: Small Business Management: Vocational Programs in 20 Adult Vo-Tech Institutes Through Extension Services (1980)

2. Location: 20 Adult Vocational-Technical Institutes throughout the State of Minnesota

3. Level: a. Stage: Assessment
   b. Target Group: Postsecondary and Adult

4. Affiliation/Collaboration: Minnesota Department of Education - Vocational Education Program

5. Program: a. Basic Training Objectives: Upgrading skills of small business owners; emphasizes financial analysis and recordkeeping

   b. Educational and Instructional Strategies: Freestanding. Text used was self-developed from the initial project in 1976.

   c. Content: N/A

   d. Other Information:

      1) Faculty: Must be licensed to teach, degree in Business Education or Distributive Education or other related degree. Minimum of 3 years of business experience. Prefer that they have been entrepreneurs.

      2) Results: Length of Time - Started in 1978
         Number Trained - Averages 30 businesses per program; 550-625 businesses enrolled
         Success: Have helped businesses to retain present employee jobs and to hire additional employees; for every $1 invested in program, a return of $12 is realized.

      3) Cost/Benefits: 75% from state funds, 25% from local funds

      4) Replicability: N/A

6. Evaluation: There is need and market for the program; more instructors are needed; need to increase private funding sources; need more cooperation from other state agencies

7. Contact: Lynda Rago
Division of Vocational and Adult Education
Minnesota Department of Education
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101

(612) 296-3994

ENTREPRENEURSHIP EDUCATION
MODEL PROGRAM INFORMATION

MODEL 14

1. Program Name/Title: Educational Assistance Program for Retail Entrepreneurs (1983)

2. Location: Center for Apparel Marketing and Merchandising (CAMM), Oklahoma State University

3. Level: a. Stage: Assessment
   b. Target Group: Adult

4. Affiliation/Collaboration: University Extension

5. Program: a. Basic Training Objectives: To provide workshops, consultation teams and learning materials to assist retailers in improving efficiency related to merchandise management, financial performance, marketing strategies, manufacturer/retailer relations, and promoting and selling. Educational assistance for adults in the workplace--apparel store retailers who have been in business 5 years or less and have annual sales volume under $500,000.

   b. Educational and Instructional Strategies: Workbook with key concept, examples, miniproblems and small group discussions. One-day workshop (6 hours), CAMM workshop leader presents key concepts and examples, workshop participants complete miniproblems and terminal worksheets, 4 intermittent small group discussions are moderated by experienced Retail Apparel Guides (RAG). Evaluation period at conclusion of workshop. One-day individual consultation session follows the next day.

   c. Content: Workshop I - 4 units on inventory control and merchandise analysis, 3 units on seasonal merchandise plans and market open-to-buy budget. Workshop II - 3 units on sales promotion budget and use of media, 3 units on increasing sales and profits.

   d. Other Information:

      1) Faculty: Dr. Kathryn M. Greenwood, CAMM Director and Deborah P. Stickland, CAMM Program Coordinator

      2) Results: Length of Time: 1978 and still on-going
      Number Trained: Over 1,500 retailers have attended one or more workshops

Success: Individual workshop evaluations extremely high in regard to achievement of specific objectives for each unit in workbook. Now currently conducted in 12 locations across the country.

3) Cost/Benefits: Generates income to cover operating expenses

4) Replicability: Completely packaged for use in apparel markets or for other groups of retailers as requested.

6. Evaluation: Five-year assessment study near completion

7. Contact: Dr. Kathryn M. Greenwood
Director
Center for Apparel Marketing and Merchandising
Oklahoma State University
HEW 306
Stillwater, OK 74078

(405) 624-7469

ENTREPRENEURSHIP EDUCATION MODEL PROGRAM INFORMATION

MODEL 15

1. Program Name/Title: Minnesota Entrepreneurs Club

2. Location: Minneapolis, Minnesota

3. Level: a. Stage: Assessment
   b. Target Group: Adult

4. Affiliation/Collaboration: Control Data Business & Technology Center

5. Program: a. Basic Training Objectives: To provide a forum for fellow entrepreneurs to share ideas and experiences, and to learn from experienced entrepreneurs, consultants, professionals and business people about how to start up and manage a successful business.

   b. Educational and Instructional Strategies: Monthly meetings with guest speakers selected from a broad range of business, professional and technical expertise; tours of local companies, field trips, and other practical and entertaining activities

   c. Content: N/A

   d. Other Information:

      1) Faculty: N/A

      2) Results: N/A

      3) Membership: Open to any person who has recently started his or her own business for profit and to those who have a sincere interest in beginning their own businesses for profit. Currently has 260 members.

      4) Cost/Benefits: Membership Dues: $12.00/year plus $1.00 per meeting

      5) Replicability: N/A

6. Evaluation: N/A

7. Contact: Tom von Kuster
   Club President
   Business & Technology Center
   511 11th Avenue South
   Minneapolis, MN 55415

   (612) 375-8150

ADDITIONAL MODEL PROGRAMS

1. 4th Annual Byre R. Shoemaker School
For Vocationally Talented Students
Division of Vocational Education
George Kosbab
65 S. Frost Street, Room 907
Columbus, OH 43215

(614) 466-3430

2. Entrepreneurship and You
East San Gabriel Valley R.O.P.
Jeri Roseboro
1717 W. Merced Avenue
West Covina, CA 91790

(818) 967-7597

3. Plus, Inc. Economic Development CSBG
Beatrice Jones-Toiten
222 E. Wilson Street
Batavia, IL 70510

(312) 879-1185

4. Entrepreneurship Training of Community College Staff
Bureau of Economic & Business Research
University of Illinois
428 Commerce West
1206 S. 6th Street
Champaign, IL 61820

(217) 333-6429

5. Small Business Seminar Series
Elgin Community College
Dick McConnel, Coordinator
Small Business Training
Fountain Square
51 S. Spring Street
Elgin, IL 60120

(312) 888-6908

6. Educational Technology
Dr. Lois Bennett
1121 Country Club Dr
Estes Park, CO 80517

(303) 469-8163

7. Small Business Center
   Pueblo Community College
   Dr. Tony Zeiss
   900 W. Orman Avenue
   Pueblo, CO 81004

   (303) 549-3325

8. Fairfax County Small & Minority Business Enterprise Program
   Fairfax County, Virginia
   Mr. Larry Wellman
   4100 Chain Bridge Road
   Fairfax, VA 22030

   (703) 691-2727

9. Rensselear Polytechnic Institute
   Incubator Program
   Jerry Malone
   1223 Peoples Avenue
   Troy, NY 12180

   (518) 266-6658

10. Creative Problem-Solving Institute
    University College of Buffalo, NY (NYSU)
    Mr. Angelo Biondi, Executive Director
    1300 Elmwood
    Buffalo, NY 14222

    (716) 878-6221

11. Entrepreneurship Training
    Chamber of Commerce of Hawaii
    Sidney Armstrong
    735 Bishop Street
    Honolulu, Hawaii 96813

    (808) 531-4111

12. NET/PRO - New Enterprise Training for Profits
    Kentucky Department of Education
    Suzanne Moore
    Capital Plaza Tower
    Frankfort, KY 40601

    (502) 564-4201

13. The Community Development Corporation Model
    Bob Zdenek
    National Congress for Community Economic Development
    2025 I Street
    Suite 901
    Washington, DC 20006

    (202) 659-8411

14. Pepsi Learn & Earn
    Distributive Education Clubs of America
    Edward L. Davis
    1980 Association Drive
    Reston, VA 22091

    (703) 860-5000

APPENDIX C

OVERVIEW OF MINORITY BUSINESS DEVELOPMENT CENTERS
AND THEIR ROLE IN ENTERPRISE DEVELOPMENT

MBDA REGIONAL OFFICE DIRECTORY

MBDC DIRECTORY

MINORITY BUSINESS DEVELOPMENT CENTERS (MBDCs)

The Minority Business Development Agency (MBDA) of the Department of Commerce has established the following mission statement:

> Increase the opportunity for racial and ethnic minorities to participate in the free enterprise system through the formation and development of competitive minority-owned and managed firms. This will be achieved by emphasis on private sector involvement and entrepreneurial self-reliance, rather than government dependence.

In order to carry out its mission, the MBDA has established the concept of the Minority Business Development Center (MBDC) as the primary delivery system for assisting minority firms.

MBDCs have been established in 100 Standard Metropolitan Statistical Areas (SMSAs) throughout the United States. A complete listing of MBDCs is included later in this Appendix.) The MBDC delivery system has three specific goals:

- To encourage and promote business formations by minorities
- To promote increased growth rates among new and existing minority businesses
- To reduce failure rates of minority businesses by assisting them in planning and implementing sound, competitive strategies

To meet these specific goals, each MBDC performs three main functions:

- Develops and maintains an inventory of existing minority businesses and prospective entrepreneurs
- Provides a brokering service that will foster and promote new business ownership, business expansions, marketing opportunities, and new capital sources
- Provides management and technical assistance to qualified minority firms

MBDCs provide a variety of services of potential value to vocational educators interested in entrepreneurship education and training:

1. Management and technical assistance (M&TA) to qualified minority firms and individuals (as referenced in Executive Order 11625) seeking assistance from the MBDC. Priority assistance is targeted to the following groups:

- Businesses with high employment potential
- Businesses with high technology potential
- Businesses with high export potential/capability
- Graduating 8(a) firms
- Businesses owned by minority women

M&TA assistance consists of two (2) types:

- General counseling and referral services at no charge
- Specific business assistance on a fee-for-services basis

Specific M&TA business assistance is geared to help start new businesses and to increase growth rates and help reduce the failure rate among minority business firms. This overall assistance improves gross receipts, profits, and the net worth of assisted firms. When a client requires services beyond the MBDC's technical and financial capabilities, the MBDC utilizes Specialized Consultant Services (SCS).

2. Identification and promotion of opportunities for minority business firms:
   - Marketing Opportunities
   - Capital Opportunities
   - Business Ownership Opportunities
3. Advice and guidance to minority individuals and firms on how best to avail themselves of these opportunities.
4. Development and maintenance of inventory of:
   - Minority vendor firms which are capable of selling their goods and services to the public and private sectors. The MBDC accomplishes this by making new entries and by verifying and updating the MBDA national computerized listing known as the PROFILE System
   - Qualified minority individuals and firms with the potential to start and expand businesses
   - Traditional and non-traditional sources of debt and equity capital
   - Local (public and private sector) M&TA resources
   - Who's Who in Minority Business Development. The Directory includes local public and private sector policy makers and resources, minority business community leaders and others

interested in furthering the participation of minority business. The Directory is updated and verified on a quarterly basis and submitted directly to the MBDA Clearinghouse in Washington, DC, for inclusion in the National Who's Who Information System

5. Brokering services for:

   - Minority individuals/firms with the potential to start, and/or expand businesses, or prevent business failures
   - Minority vendor firms with public and/or private sector procurement opportunities, both foreign and domestic
   - Minority firms seeking or requiring capital resources

The brokering function consists of matching firms and prospective minority entrepreneurs with business ownership, market and capital opportunities.

6. Promotion and utilization of the services and resources of other MBDA programs such as:

   - National Minority Supplier Development Council (NMSDC) - which provides a brokering service matching MBEs with market opportunities identified by the NMSDC
   - Minority Business Opportunity Committees (MBOCs) - which provide access to local Federal market, capital, and management opportunities
   - State and Local Government Programs - which identify market and other business opportunities with their respective governmental entities
   - Technology Commercialization Centers (TCCs) - which assist MBDC clients that require marketing, financial or development technology assistance
   - Minority Export Development Centers (MEDCs) - which can assist MBDC client firms (capable of exporting) to secure export contracts and other exporting opportunities

MBDCs could be a valuable source of general economic, financial, and market information as well as specific information and assistance for the development and growth of entrepreneurial ventures. Vocational educators should take advantage of the services offered by MBDCs and look for opportunities to work together on programs of mutual benefit.

MBDA: *WHAT IT IS AND WHAT IT DOES*

WHAT IS THE MINORITY BUSINESS DEVELOPMENT AGENCY?
It is the U.S. Government agency created to develop programs to assist minority entrepreneurs.

WHEN WAS THE AGENCY STARTED?
MBDA was established by Executive Order 11625 in 1969.

WHAT TYPES OF ASSISTANCE DOES MBDA PROVIDE?
MBDA awards grants and cooperative agreements to state and local government agencies, profit and non-profit business development organizations, and trade associations to provide management, marketing, financial, and technical assistance to minority entrepreneurs.

DOES MBDA OR ITS FUNDED BUSINESS DEVELOPMENT ORGANIZATIONS CHARGE FEES FOR SERVICES?
Nominal fees are charged. In some cases, waivers of fees are granted.

WHAT ARE THE PROGRAM DIVISIONS OF MBDA?
MBDA has an Office of Resource Development, establishing public and private resources for minority-owned enterprises; an Office of Enterprise Development, responsible for the delivery of management and technical assistance to minority businesses and increasing their participation in growth industries; and an Office of Advocacy, Research and Information, responsible for formulating and advocating federal policies for minority business development, conducting research to understand the problems and characteristics of minority firms, and collecting and disseminating information beneficial to minority business development.

WHAT IS THE DEFINITION OF "MINORITY BUSINESS ENTERPRISE"
A minority business enterprise is one that is owned or controlled by one or more socially or economically disadvantaged persons. Such disadvantage may arise from cultural, racial, chronic economic circumstances, background or other similar cause. Such persons include Blacks, Hispanics, Asian Americans, American Indians, Eskimos, and Aleuts.

ARE WOMEN ELIGIBLE FOR MBDA ASSISTANCE?
Minority women are eligible for assistance. Non-minority women are eligible on an individual basis if they are found to be socially or economically disadvantaged. But as a group, non-minority women are not eligible for MBDA assistance.

DOES MBDA REQUIRE CLIENTS TO RECEIVE CERTIFICATION AS MINORITIES BEFORE RECEIVING ASSISTANCE?
No, MBDA does not require certification of minority entrepreneurs.

DOES MBDA HAVE REGIONAL AND DISTRICT OFFICES?
Yes, MBDA has six regional offices: Atlanta, Chicago, Dallas, New York, San Francisco, and Washington, D.C. The agency also has district offices: Boston, Denver, Miami, Philadelphia, Kansas City, Mo., and Los Angeles.

HOW MANY MINORITY-OWNED BUSINESSES ARE THERE?
There were 561,395 firms with gross sales of $26.3 billion, according to the Census Bureau's 1977 Survey of Minority-Owned Business Enterprises. This was an increase of 31 percent in number of firms and 69 percent in gross receipts over 1972. Black-owned firms accounted for 41 percent of all minority-owned firms and 33 percent of gross receipts. Firms owned by persons of Spanish origin accounted for 39 percent of both number of firms and gross receipts while Asian Americans, American Indians, and other minorities accounted for 20 percent of the minority-owned firms and 28 percent of their gross receipts.

WHERE IS THE HEAVIEST CONCENTRATION OF MINORITY-OWNED FIRMS?
Over 41 percent of all minority-owned firms in the United States were located in California, Texas, New York, Florida, and Hawaii and accounted for over 47 percent of all gross sales, according to the Census Bureau.

BUSINESS ASSISTANCE

WHAT ARE MBDA'S PROGRAMS?
MBDA has the following programs: Minority Business Development Center Program, Export Development Program, Technology Commercialization Centers Program, American Indian Program, Rural Assistance Program, Acquisitions Assistance Program, Franchising Assistance Program, State and Local Government Program, Volunteer Management Support Program, Research Information Program, Minority Trade Association Program, National Minority Supplier Development Council Program, Advocacy Assistance Program, Interagency Council for Minority Business Enterprise Program, Minority Business Opportunity Committee Program, and Information Clearinghouse Program.

MINORITY BUSINESS DEVELOPMENT CENTER PROGRAM

HOW DOES THE MINORITY BUSINESS DEVELOPMENT CENTER PROGRAM WORK?
MBDA funds 100 Minority Business Development Centers, located in areas across the country with the largest minority populations, to provide management, marketing and technical assistance to increase business opportunities for minority entrepreneurs in the United States and foreign markets. Each center—called an MBDC—increases the formation of minority-owned firms, expands existing firms and minimizes the rate of business failures. The MBDC provides vital accounting, administration, business planning, construction, and marketing information. The sources of the information are major U.S. corporations, trade associations, export management companies, and federal, state and local government agencies. The MBDC also identifies minority-owned firms for contract and subcontract opportunities with federal, state, and local government agencies and the private sector.

WHO OPERATES THE MBDC?
The MBDC is operated by private accounting firms, business development consulting firms, educational institutions, and state and local government agencies.

WHERE ARE THE MBDC LOCATIONS?
MBDCs are located in 37 states and the District of Columbia: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, and Wisconsin.

WHERE DO YOU CONTACT THE NEAREST MBDC?
Contact the MBDA regional office nearest you. Atlanta (404) 881-4091, Chicago (312) 353-0182, Dallas (214) 767-8001, New York (212) 264-3262, San Francisco (415) 556-6733, Washington (202) 634-7897.

DO YOU NEED TO HAVE AN ESTABLISHED BUSINESS TO RECEIVE MBDC ASSISTANCE?
No. The MBDC assists potential as well as existing entrepreneurs.

MUST FIRMS MEET A SPECIFIC SIZE OR DOLLAR VOLUME TO RECEIVE ASSISTANCE?
No.

EXPORT DEVELOPMENT PROGRAM

DOES MBDA PROVIDE INTERNATIONAL TRADE ASSISTANCE?
Yes, MBDA has established an Export Development Program to assist entrepreneurs in international business ventures.

HOW ARE ENTREPRENEURS ASSISTED?
MBDA has funded 15 organizations that provide export marketing plans, identify potential markets and trade leads, and technical assistance including short-term financing and shipping information. These organizations coordinate with the Small Business Administration, the International Trade Administration, the Export-Import Bank, export management companies, freight movers, and banking institutions to provide assistance.

WHERE DO YOU GO FOR ASSISTANCE?
The Export Development Consultants are: Latin American Trading Company, Atlanta, (404) 942-4668; SER-Jobs for Progress, Inc., Miami, (305) 649-7500; Caribbean Marketing Overseas, Santurce, Puerto Rico, (809) 728-4545; Alexander Grant & Co., Detroit, (313) 965-6320; Peter F. Koch & Associates, Wheeling, Ill., (312) 459-1100; Cavazos International, Inc., Houston, (713) 821-7610; International Business of New Orleans, (504) 241-4877; Development Associates, San Francisco, (415) 776-0120; Development Associates, Arlington, Va., (703) 979-0100; Universal Import & Export Corp., Dallas, (214) 871-0144; Watson, Rice & Co., Washington, D.C., (202) 628-0833; AWI Trading Co. & Consultants, New York, (212) 683-3930; Cardinal Management, Los Angeles, (213) 385-1335; Minority Export Development Consultant, San Diego State University Foundation, San Diego, (619) 286-5623; Trustee of University of Pennsylvania, Philadelphia Export Network, Wharton Research Center, Philadelphia, (215) 898-4189.

RURAL ASSISTANCE PROGRAM

DOES MBDA PROVIDE ASSISTANCE TO FIRMS AND ENTREPRENEURS IN RURAL AREAS?
Yes, MBDA has a Rural Assistance Program for management and technical assistance to minority entrepreneurs located in areas not served by the Minority Business Development Centers.

WHAT AREAS ARE COVERED UNDER THIS PROGRAM?
Alabama, Georgia, Mississippi, North and South Carolina, Louisiana, New Mexico, Texas, Arkansas, and California.

WHERE DO YOU GO FOR ASSISTANCE?
The Rural Assistance Program is run by the following organizations: Georgia Tech Research Institute, (404) 894-3833, covering Alabama, Georgia, Mississippi, North and South Carolina; the National Council of La Raza, (202) 293-4680, covering Louisiana, New Mexico, Texas, and Arkansas; and Development Associates, (415) 776-0120, covering California.

TECHNOLOGY COMMERCIALIZATION CENTER PROGRAM

DOES MBDA OFFER ASSISTANCE TO INVENTORS TRYING TO GET A NEW PRODUCT OR SERVICE ON THE MARKET?
Yes, MBDA has a Technology Commercialization Center Program providing marketing and technical assistance to minority inventors, engineers, scientists or other entrepreneurs with new products or services.

WHAT FORM OF ASSISTANCE IS PROVIDED?
The program offers assistance in the development of feasibility studies, market and product testing, location of products or services patented by private and government organizations that have commercial potential, and the identification of financial resources and licensing arrangements with U.S. and foreign companies. Clients also gain access to new technologies developed through the Federal Laboratory Consortium and university engineering schools.

WHERE DO YOU GO FOR ASSISTANCE?
MBDA funds 10 Technology Commercialization Centers. They are: New England Technology Commercialization Center, Hartford, Conn., (203) 527-1301; Center for Invention and Industrial Development, Baltimore, Md., and Washington, D.C., (301) 542-4850 or (202) 727-6609; Middle Atlantic Technology Center, Raleigh, N.C., (919) 781-9081; Technology Utilization and Commercialization Center, Atlanta, (404) 894-3833; Industrial Technology Research and Development Foundation, Inc., Durant, Okla., (405) 924-5094; Center for Arid and Tropical New Crop Applied Science and Technology, Tempe, Ariz., (602) 965-1260; Pacific Northwest Technology Center, Portland, Ore., (503) 226-4985; Technology Research and Commercialization, Inc., Los Angeles, (213) 417-4923; Control Data Technology Center, Dallas, (214) 385-5577; IITRI Technology Commercialization Center, Chicago, (312) 567-4664.

ACQUISITIONS ASSISTANCE PROGRAM

DOES MBDA ASSIST MINORITY ENTREPRENEURS IN BUSINESS ACQUISITION OR MERGER TRANSACTIONS?
Yes, MBDA has an Acquisitions Assistance Program to help minority entrepreneurs to own and control medium and large businesses in areas such as manufacturing, high-technology industries, telecommunications, energy and transportation.

HOW DO YOU QUALIFY?
Clients must demonstrate the ability to invest 5 percent in cash or tangible assets of the aggregate cost of the purchase price of the business to be acquired. Also, clients should be knowledgeable about the business and industry of the proposed acquisition. Businesses to be acquired must show steady profits and net assets valued in excess of $1 million or gross revenue of $3 million or more.

WHAT KIND OF ASSISTANCE IS PROVIDED?
Clients are assisted in negotiating the potential acquisition or merger. Clients are also consulted about the business, industry and financial conditions of the company to be acquired, and where financing might be obtained to complete the acquisition.

WHERE DO YOU GO FOR ASSISTANCE?
MBDA funds three private firms to provide acquisition assistance. They are: Duff and Phelps, Inc., Chicago, (312) 263-2610; Arthur Young & Co., Washington, D.C., (202) 828-7000, and Watson, Rice & Co., Washington, D.C., (202) 628-0833.

MINORITY TRADE ASSOCIATIONS PROGRAM

WHAT IS THE PURPOSE OF THIS PROGRAM?
Trade associations are among the most important organizations representing the business community. Under this program, MBDA funds nine minority trade associations. They are responsible for generating new business opportunities and advocating minority business issues at the federal, state and local government levels.

WHICH TRADE ASSOCIATIONS ARE FUNDED BY MBDA?
MBDA funds the following trade associations: National Association of Minority Certified Public Accounting Firms, American Association of Spanish-Speaking CPAs, Latin American Manufacturers Association, National Association of Minority Contractors, U.S. Hispanic Chamber of Commerce, American Association of Minority Enterprise Small Business Investment Companies, National Bar Association, National Insurance Association, and American Savings and Loan League.

FRANCHISING ASSISTANCE PROGRAM

IS MBDA CONCERNED ABOUT HELPING MINORITY ENTREPRENEURS ACQUIRE FRANCHISES?
Yes, MBDA recognizes the full potential of franchises to the minority entrepreneur. The agency has established a new program to identify franchise opportunities.

WHERE DO YOU GET HELP?
Contact MBDA's Office of Resource Development, (202) 377-5770. The Minority Business Development Centers also are actively engaged in identifying franchise opportunities.

PRIVATE SECTOR RESOURCE PROGRAM

DOES MBDA ENCOURAGE THE PRIVATE SECTOR TO HELP GENERATE OPPORTUNITIES FOR MINORITY-OWNED BUSINESSES?
Yes, MBDA believes minority business development must have strong support from the private sector. The agency works closely with the U.S. Chamber of Commerce, trade associations, and local government officials, and the heads of Fortune 1,000 corporations to identify opportunities for minority entrepreneurs. The agency funds the National Minority Supplier Development Council which has several hundred corporate members who purchase the products and services of minority businesses, and support the federal programs to expand the minority business sector. Corporate members of the council have established a $5 billion goal in purchases from minority-owned firms in 1983.

WHERE DO YOU GET ASSISTANCE?
Contact MBDA's Private Sector Programs Division, (202) 377-3237. The National Minority Supplier Development Council's address is: 1412 Broadway, 11th Floor, New York, N.Y. 10018, (212) 944-2430.

HOW DOES MBDA WORK WITH OTHER FEDERAL, STATE AND LOCAL GOVERNMENT AGENCIES TO DEVELOP PROGRAMS AND OPPORTUNITIES FOR MINORITY ENTREPRENEURS?
MBDA has established interagency agreements with 27 federal departments and agencies to increase opportunities for minority-owned businesses. For example, the Federal Communications Commission has agreed to help minority entrepreneurs acquire radio and television stations and other telecommunication

properties. ACTION, the national volunteer agency, has agreed to provide volunteer managers to work with the Minority Business Development Centers in assisting minority entrepreneurs. And the Small Business Administration has agreed to work with MBDA to provide greater assistance to minority firms entering and leaving the 8 (a) business development program.

ADVOCACY PROGRAM

HOW DOES THE ADVOCACY PROGRAM ASSIST MINORITY BUSINESSES?
Established in January 1983, the Advocacy Division monitors and advises MBDA officials of actions by Congress, federal, state and local agencies, and private institutions that have significant impact on minority businesses. The Division focuses on major topic areas such as taxes, capital formation, and increased federal grant and procurement opportunities for minority firms. The Division also disseminates useful information on these subjects to the Minority Business Development Centers, other MBDA-funded organizations and the public.

INFORMATION CLEARINGHOUSE

HOW DOES MBDA DISSEMINATE INFORMATION?
MBDA disseminates information through a national Information Clearinghouse in Washington and through the agency's Minority Business Development Centers. The clearinghouse is responsible for collecting information on minority businesses. The information is used to identify new business opportunities and contacts for joint ventures. The clearinghouse also disseminates MBDA publications.

WHERE IS THE INFORMATION CLEARINGHOUSE LOCATED?
It is located at MBDA headquarters in the Department of Commerce:

Information Clearinghouse
Minority Business Development Agency
U.S. Department of Commerce
Washington, D.C. 20230
202/377-2648

WHERE CAN YOU OBTAIN A LISTING OF MINORITY-OWNED BUSINESSES?
There are a number of published minority business directories available to the public. Those that have been identified by the Information Clearinghouse are available in its Directory of Minority Business Enterprise Directories. Listings of minority-owned businesses also can be obtained from MBDA through its PROFILE Minority Business Locator Service, a national computerized data system designed to match minority firms with business opportunities. The system is not used to supply mailing lists for commercial purposes. A PROFILE search may be obtained from the the nearest Minority Business Development Center. The Information Clearinghouse may be contacted for additional information.

HOW CAN YOU GET ON THE PROFILE SYSTEM?
Contact the Information Clearinghouse or nearest Minority Business Development Center for an application form to list your firm.

DIRECTORY OF REGIONAL AND DISTRICT OFFICES AND FUNDED ORGANIZATIONS

May 30, 1984

MINORITY BUSINESS DEVELOPMENT AGENCY

U. S. DEPARTMENT OF COMMERCE

PREFACE

Established in the U.S. Department of Commerce by Executive Order 11458 in 1969, and expanded by Executive Order 11625 in 1971, the Minority Business Development Agency (MBDA) promotes and encourages minority business ownership. Originally called the Office of Minority Business Enterprise, it was renamed in 1979 and redirected in support of larger minority firms in growth industries.

MBDA coordinates and monitors minority business support in the public and private sectors, and sponsors a national network of Minority Business Development Centers (MBDCs) offering management counseling to minority entrepreneurs. The centers receive operating funds from MBDA and report client services to MBDA.

Business Development Center counselors advise minority owners in areas such as marketing, accounting, personnel management, and business training. They help owners to secure government and private procurement contracts, and to assemble financial packages for submission to lenders. The Minority Business Development Agency itself does not make loans.

Business services are offered for nominal fees to current minority business operators and those considering starting a business.

Executive Order 11625 defines a minority business enterprise as follows:

> "Minority business enterprise" means a business enterprise that is owned or controlled by one or more socially or economically disadvantaged persons. Such disadvantage may arise from cultural, racial, chronic economic circumstances or background or other similar cause. Such persons include, but are not limited to, Negroes, Puerto Ricans, Spanish-speaking Americans, American Indians, Eskimos, and Aleuts.

For further information, contact:

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February 1984

PUBLICATIONS LIST

Information Clearinghouse
Office of Advocacy, Research and Information
Minority Business Development Agency

Directory of Regional and District Offices and Funded Organizations. 1983, MBDA. Listing of organizations funded by the Minority Business Development Agency to provide management and technical assistance to minority business owners.

Q & A. June 1983, MBDA. Brochure providing answers to questions about MBDA's assistance to minority entrepreneurs.

MBDA - What You Need To Know. 1981, MBDA. Brochure describing programs and activities of the Minority Business Development Agency.

MBDA Minority Business Development Centers. 1983, MBDA. Brochure describing Federal system for delivering business development services to minority Americans.

Closing the Information Gap. 1983, MBDA. Brochure describing information resources and systems available to minority business people through the Information Clearinghouse and Minority Business Development Centers.

Performance Highlights Report (FY 1983). Summary of client services provided by MBDA Business Development Centers.

Federal Agency Performance for Minority Business Development (FY 1983). Summary of Federal activities (loans, procurements) in support of minority business.

1982 Guide to Federal Minority Enterprise and Related Assistance Programs. November 1982, Department of Commerce. A reference book describing Federal programs which furnish actual capital, management assistance, and contracting opportunities for minority businesses as well as other Federal business-related programs which may be of particular interest to minority entrepreneurs.

Businessman's Information Guide. 1972, American Institute of Certified Public Accountants. Book provides help in developing business plans and in setting up adequate records and control procedures.

Urban Business Profiles. April 1972, Economic Development Administration. Pamphlets provide potential business owners with a better understanding of the opportunities, requirements and problems associated with particular business types. (Furniture Stores, Photo Studios, Bowling Alleys, Children's and Infants' Wear, Dry Cleaning, Pet Shops, Machine Shops, Industrial Launderers).

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Washington, D.C. 20230
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APPENDIX D

EXCERPTS FROM: ENTREPRENEURSHIP IN VOC ED: A GUIDE FOR PROGRAM PLANNING (DAVIS AND ZELINKO, 1982)

INSTRUCTIONAL TECHNIQUES AND STRATEGIES

Section I
INTRODUCTION

Purpose of the Guide

The purpose of this guide is to assist program planners and curriculum developers in implementing entrepreneurship training by providing an action planning *process* for use in selecting entrepreneurship materials that are appropriate for the population served by their educational agencies. The guide will assist users in the following activities:

- Becoming aware of a variety of available curriculum materials
- Selecting materials that are appropriate for a given program
- Identifying essential elements of an entrepreneurship education program
- Becoming aware of alternative approaches for implementing programs
- Developing a plan for implementing programs
- Performing effectively as a resource person for developing programs

Entrepreneurship: A Brief Perspective

The word "entrepreneur" brings to mind that bold, daring individual who is willing to take a chance with an idea—the person who is starting a business. Going into business for oneself is a large part of the American dream. However appealing, the future of new businesses is never predictable. The potential for success certainly exists: 97 percent of American businesses are classified as small businesses by the U.S. Small Business Administration (SBA), and one out of eight Americans is self-employed (U.S. Department of Commerce 1975). Small businesses produce 44 percent of the United States Gross National Product (GNP). Nevertheless, small business failures are common, since approximately 400,000 businesses are dissolved each year. According to the SBA, almost half of all small businesses fail within the first two years of operation. With 56 percent of all employees in this country working for small businesses, the economic impact of their success or failure is felt in every segment of the economy.

The largest single cause of business failure is poor management. Entrepreneurship training, therefore, has become an important part of a successful educational program. Vocational education, as a part of a program of preparing students for employment, is beginning to accept the challenge of providing entrepreneurship training. Entrepreneurship curriculum development at the national, state, and local levels is evidence of the growing commitment to entrepreneurship education by vocational educators.

In order to understand the current scene, however, it is useful to understand something of the background of entrepreneurship. In the early 1900s, the United States was continuing its industrial development. Because industries grew faster than the number of trained workers, a shortage of these workers resulted. The federal government responded by appropriating funds to states for vocational education. The intent was to meet the immediate national need for workers. Vocational education responded to the need of the time.

Today's instructional programs continue that mission. Vocational education is again responding to the needs of the time. The success of small businesses is critical to continued economic growth in America. Vocational education must, therefore, continue to provide expanded educational services to potential entrepreneurs.

Not many years ago, the National Education and Training Task Force for Minority Business Enterprise (1974) concluded that entrepreneurship as a career opportunity is ignored by the educational system. In order to counter this situation, the task force recommended the following actions at various levels:

- Establish clear direction and leadership at the national level. No single agency has ultimate responsibility for (minority) business enterprise education and training development.
- Establish coordinators at the state and local levels. The vast network of resources must be linked and coordinated.
- Establish delivery systems at the local level.
- Develop improved curriculum and teaching resources.
- Develop career awareness programs.
- Establish work experience programs for potential (minority) entrepreneurs.

Vocational programs must be expanded to address entrepreneurship in three dimensions:

1. *Exposure* to make students aware of entrepreneurship as a career option
2. *Exploration* to provide a basic understanding of the essential concepts of entrepreneurship
3. *Preparation* to assist persons who enter and operate a small business

Organizing for Entrepreneurship Training

The potential for extended entrepreneurship training is limited only by the creativity of program planners. The primary responsibility of vocational educators, in this regard, is to provide students with the wherewithal to earn a living as an employer *or* employee. This responsibility can be addressed in a number of ways. The first task, however, is to identify the environment within the vocational setting that will best meet the needs of the students who are being served. In the opinion of the authors, all students—secondary, postsecondary, and adult—should be exposed to entrepreneurship either as an option within a possible career choice or by actual implementation of a more formal process. There are a number of possible combinations that exist for entrepreneurship training at all school levels and in all settings where vocational, technical, and adult education occur. Three examples are suggested as follows:

- As a separate program in a high school
- As part of an existing occupational program
- As a part-time program for adults

As a Separate Program in a High School

Target populations

- Students who have gained technical skills in a craft or a trade by experience or training outside the traditional school curriculum, e.g., musicians, leatherworkers, painters, farmers, or students who grew up in a family business
- Students who have completed vocational or technical training but have not completed high school, e.g., typists, mechanics, carpenters, plumbers, chefs, and food service graduates

Instructional goals

- To develop an awareness of the opportunities of small business ownership
- To develop the planning skills needed to open a small business

Delivery system options

- A special course taught as a marketing and distributive education elective
- A team-teaching situation with students rotating among minicourses in marketing, management, and business finance
- A semester-length minicourse offered as a senior seminar

As Part of an Existing Occupational Program

Target populations

- Students who have excelled in the vocational or technical education curriculum and who need additional challenges
- Students who have gained basic occupational skills and have decided to remain in a rural area with limited employment opportunities
- Students who may be interested in opening a small business in the future after working in the occupational area for some time

Instructional goals

- To explore career options in small business management
- To develop planning skills needed to open a small business

Delivery system options

- As part of a capstone program involving the removal of students from the traditional vocational education program for class periods throughout the year, e.g., three hours per week
- Individualized modules that can be utilized by students in a learning resource center
- Instructional content included as part of every occupational program within the facility, e.g., school stores and sales projects in any vocational program

Instructional goals

- To develop an awareness of the opportunities of small business ownership
- To develop the planning skills needed to open a small business

Delivery system options

- Full-time (six hours per day) classes for six to twelve weeks
- Three-hour blocks for twelve to twenty-four weeks
- Seminars offered at major employment centers, such as shopping malls, utilizing any of the above options

As a Part-Time Program for Adults

Target populations

- Individuals who already are operating their own small business
- Individuals employed full-time but who are interested in becoming self-employed
- Individuals who are currently managing small businesses but who wish to upgrade their skills
- Organizations of small business people who are interested in upgrading their entrepreneurship skills
- Craftspeople, artists, and others who operate a small business as a sideline

Instructional goals

- To develop planning skills needed to open a small business
- To develop skills necessary to operate and maintain a business after it has been established
- To develop problem-solving skills

Delivery system options

- Seminars offered at various times during the day or evening on specific topics relating to entrepreneurship
- Self-paced modules that individuals might complete at home and then meet with instructors to review and evaluate progress
- Seminars cosponsored by groups interested in supporting small businesses, e.g., Small Business Administration (SBA), Active Corps of Executives (ACE), and Senior Corps of Retired Executives (SCORE)

Section II
STEPS IN DEVELOPING ENTREPRENEURSHIP TRAINING

An Overview of Five Essential Steps

Once the determination has been made that entrepreneurship training is appropriate for a local education agency, the task for program planners is to design and implement the program. Implementing entrepreneurship training, as any other planned change in education, includes:

Step 1: Assessing the Status of Your Situation
Step 2: Defining the Problem
Step 3: Selecting a Solution
Step 4: Implementing the Solution
Step 5: Monitoring the Solution

This section of the guidebook briefly discusses each step in this process.

Step 1: Assessing the Status of Your Situation

During this stage, planners should take a look at "what is." They should, therefore, examine the following questions:

- What populations are to be served?
- What current activities relating to entrepreneurship are being conducted?
- What are the instructional delivery formats?
- What resources are available?

To determine "what is," program planners also should try to complete one or more of the following activities:

- Discuss the potential for entrepreneurship training with local vocational educators; follow this with meetings with other school staff and/or citizen groups.
- Review policy statements and administrative guidelines relating to new or innovative programs to determine procedures for implementation.
- Conduct student surveys to determine the specific characteristics of various target populations.

Data should be analyzed to provide information that will assist the planner in identifying a *structure* for entrepreneurship training.

Step 2: Defining the Problem

Based on the assessment in Step 1, the planner should complete Worksheet 1. This will allow the planner to identify the dimensions or parameters in which entrepreneurship training must function. This stage should result in formulating tentative program goals and in identifying target populations, the levels of instruction, and the possible schedule.

Step 3: Selecting a Solution

Worksheet 1 at the end of this section is intended to assist the planner in defining the dimensions of entrepreneurship training. Once these have been identified, the planner should review the curriculum resource in this light. The final selection of resources will be based on a combination of strengths and weaknesses that appear to provide the greatest potential for success in instruction.

To select the appropriate curriculum, the planner should identify the relative value of a number of different product features, e.g., reading levels, the availability of audiovisuals, and program goals and objectives of the local educational agency. Additional data should be considered in setting curriculum resource priorities. Program planners should develop their own data sources based on objectives and on the availability of data. The four summaries in the next section are designed to provide comparative data on the resources that are described in this guide. Since more information is included than would be utilized in a typical review, the planner should select the criteria that are most relevant to the local situation. Worksheet 2 is designed to assist in this process.

Once a decision is made about which criteria will be utilized, the planner should organize the data in such a way that a comparison can be made of the various curriculum options. One method of making this comparison is by means of a *priority matrix*. Under this system, relative values are assigned to each criterion. Decisions then are based on the cumulative scores of each product, as shown in the following sample.

CURRICULUM PRIORITY MATRIX
(Sample)

Priority Criteria:

Curriculum Resources	Reading level	Audiovisuals	Individualized instruction	Special populations and materials	Appropriate depth of instruction (weight = 2)	Curricular priority index (total scores)	Rank priority order
Resource X	1*	1	3	3	3 x 2 = 6	14	1
Resource Y	2	0	1	0	3 x 2 = 6	9	2
Resource Z	0	2	2	3	1 x 2 = 2	9	2

*General ranking of cell scores:

0 – inappropriate for proposed training program
1 – low priority
2 – moderate priority
3 – high priority

By reviewing each criterion separately, assigning a point value to each criterion, and summing the points, the planner can compare the resources across a series of criteria. The relative value of the criteria can be adjusted by weight (as shown in the criterion labeled Appropriate Depth of Instruction). The planner then is in a position to determine the curriculum with the best combination of features that are deemed important by the local education agency. (See Worksheet 2.)

Step 4: Implementing the Solution

Based on Worksheets 1 and 2, the planner should be able to identify the target population, the program structure, the program objectives, and the needed curriculum resources. The new training program then must be equipped, scheduled, budgeted, staffed, and publicized. Strategies will vary with local educational agencies; however, successful implementation will depend on the relevant information constantly being provided to all persons involved in the program. A structured description of the proposed training program often is useful. In order to organize the proposed training program, the reader is urged to utilize Worksheet 3.

Step 5: Monitoring the Solution

Every aspect of the new training program must be continually reviewed in order to evaluate its effectiveness. Based on these reviews, adjustments should be made to accommodate economic or technological changes. An excellent tool for monitoring any vocational program is the use of an advisory committee. Such a committee could be particularly useful to this type of training program. A broad representation of educators, government personnel (e.g., from the U.S. Small Business Administration), current practitioners, and program graduates would provide a great deal of assistance in monitoring the program.

In planning entrepreneurship programs, the following worksheets can be used to accomplish the preceding steps. These worksheets include the following:

- Worksheet 1: A Guide to Designing Entrepreneurship Training (Step 2)
- Worksheet 2: A Guide to Assessing Curriculum Priorities (Step 3)
- Worksheet 3: A Guide to Implementing Entrepreneurship Training (Step 4)

INSTRUCTIONAL TECHNIQUES AND STRATEGIES

CLASSROOM DISCUSSIONS

Panel Discussions
Debates
Symposiums
Forums
Colloquia
Shadow Panels
Listening Teams
Circular Discussions

Case Studies

Problems
Historical
Examples

Group Instructions

Inner and Outer Circles
Buzz Sessions

Simulated Experiences

Skits
Sociodramas
Role Playing
Photo Situations
Games

Home Experiences

Practice
Evaluation

Reading Materials

Textbooks
Periodicals
Newspapers
Trade Publications

MULTIMEDIA APPROACH

Chalkboards
Flip Charts
Flannel Boards
Bulletin Boards
Transparencies
Slides
Films
Filmstrips
Audio Tapes
Exhibits

Individualized Learning

Programmed Instruction
Independent Learning Packages

Demonstrations

Processes
Procedures
Techniques
Alternative Approaches

Laboratory Experiences

Productive Laboratories
Experiential Laboratories
Observational Laboratories

Community Resources

Guest Speakers
Field Trips

Sources: (1) Chamberlain and Kelly
(2) Blankenship and Moerchen, 1976

APPENDIX E

ASSISTANCE AGENCIES

ASSISTANCE AGENCIES

This section is included to assist program planners and developers to locate organizations which are currently serving potential and existing entrepreneurs either directly or indirectly. It is not intended to be a comprehensive listing of all available sources of entrepreneurial assistance, but rather is representative of the many types of agencies involved in this effort.

To avoid the duplication of resources, it is advisable for existing organizations to collaborate in the area of entrepreneurship education and enterprise development. This is particularly appropriate for vocational educators who already work closely with the private sector and federal/state government in a variety of training programs. The development of a collaborative network among agencies offering entrepreneurial assistance should be a top priority as administrators and educators plan programs for entrepreneurship education and training.

What follows is a matrix of the assistance agencies included in this section for each of the five developmental stages presented in Chapter II. Each agency is then described in more detail. In many instances, directories accompany particular assistance agencies and will be referenced in the agency description. All directories and supplementary materials are found in subsections of Appendix E.

The assistance agencies are presented alphabetically within each of the five stages of the Entrepreneurship Education Model, with an added dimension necessary to accommodate all of the organizations - Development of the Economic Environment. These divisions are arbitrarily based on what project staff perceive to be the agencies' primary functions. Naturally, many agencies serve entrepreneurs at various levels, but for purposes of space and time, each agency appears in only one category.

APPENDIX E

ASSISTANCE AGENCIES
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DEVELOPMENT OF THE ENTREPRENEUR

STAGE ONE: AWARENESS
BASIC SKILLS AND ENTREPRENEURIAL IDEAS

1. Advancement of Economic Education Project - University of Texas at Austin

   Type of Assistance: Material development, resources, education, information

   Description: The Advancement of Economic Education Program is designed to integrate economic concepts into the present Texas curriculum. This program has three basic components which include curriculum development, demonstration and dissemination of economic materials, and evaluation of materials and programs.

   Contact: Charlene Boettcher
   Coordinator, Advancement of Economic Education
   The University of Texas at Austin
   Department of Curriculum and Instruction, EDB # 406
   Austin, TX 78712-1294

   (512) 471-4611

2. Association of Private Enterprise Education

   Type of Assistance: Professional affiliation, networking, advocacy, information

   Description: The Association of Private Enterprise Education was established in 1978 and includes academicians, administrators, professional chairs and centers of economic education throughout the U.S., Canada and Mexico. Its purpose is to promulgate an accurate understanding of the American economic system, to advance teaching of and research in free market economics, to promote communication between academia and business, and to encourage dialogue with representatives of other economic systems across the world. The Association conducts international conferences, sponsors scholarly forums, and publishes a newsletter.

   Contact: Dr. Calvin Kent
   Hankamer School of Business
   Baylor University
   Waco, TX 76798

   (817) 755-3766
   (Memberships)

   or

Dr. Craig E. Aronoff
Chair of Private Enterprise
Kennesaw College
Marietta, GA 30061

(404) 429-2745
(Newsletter)

3. Center for Education and Research in Free Enterprise (CFE) - Texas A & M University, College Station, Texas

Type of Assistance: Research, materials development, information, education

Description: The Center for Education and Research in Free Enterprise, founded in 1977, is a privately supported program of Texas A & M University. Through education and research programs the Center seeks to promote economic understanding. The Center produces materials and publishes articles about economic issues, recent research developments and economic facts in a bimonthly newsletter.

Contact: Center for Education and Research in Free Enterprise
Texas A & M University
College Station, TX 77843

4. Center for Private Enterprise and Entrepreneurship - Baylor University, Waco, Texas

Type of Assistance: Research, education

Description: The Center has a threefold purpose: (1) to preserve the competitive private enterprise system in America, (2) to promote the entrepreneurial spirit, and (3) to increase understanding concerning the benefits of the private enterprise system. The ten major aspects of the program are: teacher education programs, private enterprise research, precollege student programs, public education programs, employee economic education, entrepreneurship education, venture capital formation, innovation evaluation program, entrepreneurial research and venture assistance program.

Contact: Center for Private Enterprise and Entrepreneurship
Hankamer School of Business
Baylor University
Waco, TX 76798

5. Center for Youth Development and Research (CYDR) - St. Paul, Minnesota

Type of Assistance: Research, materials development, resources, advocacy, education

Description: CYDR seeks to contribute to knowledge about and promotion of healthy youth development through teaching, research, and community outreach with a wide variety of adults and young people who reflect the socioeconomic and cultural diversity of Minnesota, the nation, and the world. It is not a direct service agency but endeavors to assist agencies and individuals in designing and implementing youth programs, training youth workers, and providing resource materials. CYDR publishes the Center Quarterly Focus.

Contact: Center for Youth Development and Research
University of Minnesota
386 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108

(612) 376-7624

6. Charles Stewart Mott Foundation - Flint, Michigan

Type of Assistance: Philanthropic

Description: Using the processes of education, social welfare and environmental development, the Mott Foundation funds programs aimed at improving the quality of life through individuals and their community. It supports the community education concept which ties all learning together and seeks to involve everyone in the determination of their lives and the life of the community through self-improvement.

Contact: The Charles Stewart Mott Foundation
1200 Mott Foundation Building
Flint, MI 48502

(313) 238-5651

7. Council for Educational Development and Research (CEDaR) - Washington, DC

Type of Assistance: Professional affiliation, research, advocacy

Description: CEDaR is an association of nonprofit educational research and development organizations. The primary mission of the CEDaR member-institutions is to promote school improvement through their research, development, dissemination, and service activities. Currently, 14 nonprofit organizations belong to the association. Two basic goals guide CEDaR's ongoing efforts: to advance the level of programmatic institutionally-based educational research and development, and to help demonstrate the importance of that research and development to improving education in this country. To this end, CEDaR publishes a quarterly magazine, Educational R & D Report, which features activities highlighting the results of educational research and development. The magazine is free. See Appendix E_1 for a directory of CEDaR Member-Institutions.

Contact: Council for Educational Development and Research
1518 K Street, NW
Suite 206
Washington, DC 20005

(202) 638-3193

8. Developmental Economic Education Program (DEEP)

See Joint Council on Economic Education

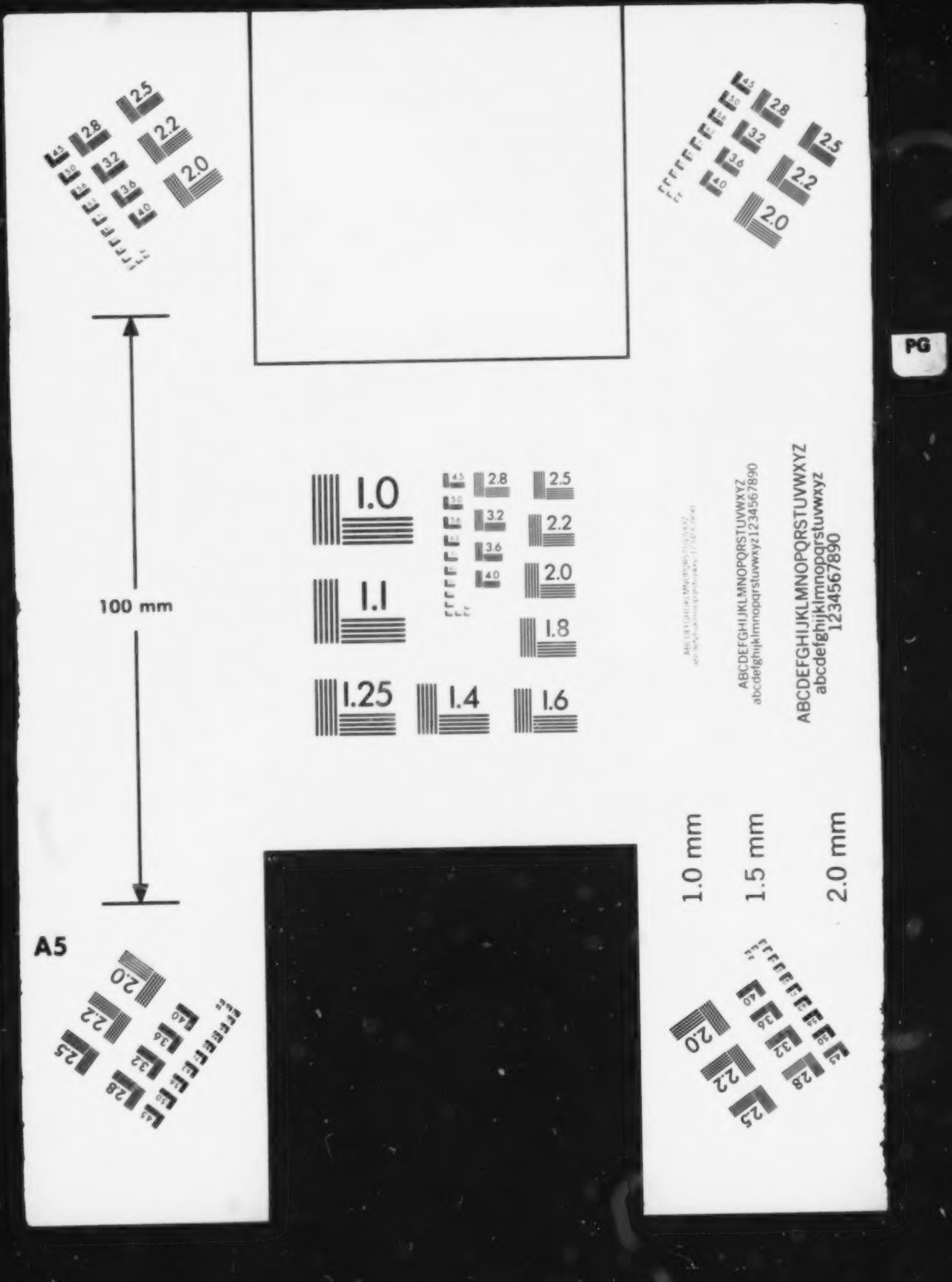
9. Direct Selling Education Foundation - Washington, DC

Type of Assistance: Education, information, research, materials development, resources

Description: The Direct Selling Education Foundation is a not-for-profit public educational organization based in Washington, DC. Its objective is to serve the public interest in the marketplace through educational, informational and research activities. The Foundation runs consumer conferences, publishes a free quarterly newsletter (At Home with Consumers), develops and distributes consumer information literature in English and Spanish, supports research on consumer and marketplace matters, and maintains a library in Washington, DC.

Contact: Direct Selling Foundation
1730 M Street, NW
Washington, DC 20036

(202) 293-5760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10. 4-H (Head, Heart, Hands, Health) - Cooperative Extension Service, U.S. Department of Agriculture

Type of Assistance: Education, resources, information

Description: 4-H is the youth education program of the Cooperative Extension Service which is conducted jointly by the U.S. Department of Agriculture, the state land-grant universities, and county governments. The Extension Service was established to educate--to interpret and encourage the practical use of knowledge that comes out of scientific research. Today it is still an agency for change, stressing education for action through organization and leadership by local citizens. Extension 4-H work is conducted locally by "county agents." They plan youth programs with advisory committees of local community leaders in line with local needs. Since needs vary, programs may differ across the nation. In many places, paraprofessionals help agents with volunteers and 4-H groups. 4-H welcomes everyone to participate, regardless of race, creed, color, sex, or national origin. Examples of the kinds of activities engaged in by 4-H participants are: problems of the environment, community development, health, home economics, personal development, community service, leadership, citizenship, agriculture, clothing, home improvement, beautification, safety, aerospace, theatrics,

karate, marketing, conservation, public speaking, home gardening, photography, woodworking, entomology, small engines, first aid, firefighting, job training, consumer education and many, many more. For specific information pertaining to 4-H activities in your area, contact your county Extension agent, your state land-grant university (see Appendix E_2 for a listing), or the address below.

Contact: Extension Service
U.S. Department of Agriculture
Washington, DC 20250

11. Freedoms Foundation at Valley Forge - Valley Forge, Pennsylvania

Type of Assistance: Awards for excellence in private enterprise education, education

Description: The Foundation is a nonpolitical, nonsectarian, nonprofit organization underwritten by tax-deductible contributions which promotes an understanding of America's political, social, spiritual and economic institutions and fosters responsible citizenship. The Foundation sponsors extensive educational activities toward this end. Cash incentive awards are granted to educators whose outstanding innovative classroom techniques or projects instill in their students a deeper understanding of the positive role private enterprise institutions play in improving the standard of living for all citizens. An annual program offers up to twenty awards of $7,500 each and one of $15,000 for an unusually meritorious entry.

Contact: Freedoms Foundation at Valley Forge
Valley Forge, PA 19487

(215) 933-8825

12. Free Enterprise Institute - Amway Corporation, Ada, Michigan

Type of Assistance: Resources, education, information, materials development

Description: The Free Enterprise Institute of the Amway Corporation is an educational organization which has been assigned the task of explaining the reciprocal relationship between personal and economic freedom as the economic basis of a vigorous culture.

Contact: The Free Enterprise Institute
Amway Corporation
7575 East Fulton Road
Ada, Michigan 49355

(616) 676-6986

13. Future Business Leaders of America - Phi Beta Lambda (FBLA)

Type of Assistance: Education, resources, information

Description: FBLA is a nonprofit educational association made up of students pursuing careers in business or business education. It is composed of three divisions: FBLA for high school students, PBL for postsecondary students, and an alumni division formed from both groups. The purpose of the organization is to bring business and education together in a positive working relationship. It offers programs and services that create a forum in which students, educators and business people learn about one another. Organizational goals include: promoting competent, aggressive business leadership; understanding American business enterprise; establishing career goals; encouraging scholarship; promoting sound financial management; developing character and self-confidence; and facilitating the transition from school to work. There are more than 210,000 active members in over 10,000 chartered chapters throughout the 50 states, American Samoa, Canal Zone, Guam, Puerto Rico, the Virgin Islands and U.S. Department of Defense schools in Europe.

Contact: Future Business Leaders of America -
Phi Beta Lambda, Inc.
P. O. Box 17417 - Dulles
Washington, DC 20041

(703) 860-3334

14. Joint Council on Economic Education (JCEE) - New York, New York

Type of Assistance: Information, networking, education, materials development, research

Description: The Joint Council on Economic Education is an independent, nonprofit, nonpartisan, educational organization incorporated in 1949 to encourage, improve, coordinate and service the economic education movement. The Council's principal medium for expanding and improving economic education is a network of 50 State Affiliated Councils and 241 Centers for Economic Education operating at colleges and universities. In cooperation with the International Paper Company Foundation, the Council sponsors an Annual National Awards Program for the Teaching of Economics. It also develops curriculum materials, improves teacher training, identifies new curriculum patterns, and shares research and implementation procedures through the Developmental Economic Education Program (DEEP).

See Appendix E_3 for a 1983 Directory of Affiliated Councils and Centers which also contains all members of the National Association of Economic Educators.

Contact: Joint Council on Economic Education
Public Information Department
1212 Avenue of the Americas
New York, NY 10036

15. National Association of Economic Educators (NAEE) - Atlanta, Georgia

Type of Assistance: Professional affiliation, networking

Description: The National Association of Economic Educators includes directors, assistant/associate directors, and field consultants affiliated with Centers of Economic Education and State Councils on Economic Education. The Association states its purposes as: (1) to cooperate with the Joint Council on Economic Education in planning, implementing, and evaluating activities and programs of the Joint Council which are conducted through affiliated Councils and Centers; (2) to provide a forum for the communication and exchange of ideas and information among those interested in and concerned with economic education in the United States; (3) to serve as the principal professional organization of the economic education movement; and (4) to promote programs in economic education that are objective, nonpolitical, nonpartisan, academically free and responsible. An elected Executive Committee, consisting of three Directors of Councils of Economic Education and three Directors of Centers of Economic Education, serve to propose policies and procedures to the NAEE membership of approximately 350. If you would like more information concerning NAEE, refer to Appendix E_3 for the Center or Council nearest you, or use the national address listed below.

Contact: National Association of Economic Educators
Georgia State University
University Plaza
Atlanta, GA 30303-3083

(404) 658-2520

16. National Coalition of Hispanic Mental Health and Human Services Organizations (COSSMHO) - Washington, DC

Type of Assistance: National Hispanic youth business awareness and motivation

Description: A model demonstration project mobilizing public and private resources in Washington, DC, and San Antonio, Texas, to provide youth with business career information and motivation. The National Hispanic Youth Institute is the aspect of COSSMHO which provides a focal point for developing comprehensive services for youth.

Contact: COSSMHO
1015-15th Street, NW
Suite 402
Washington, DC 20005

(202) 638-0505

17. Oklahoma Council on Economic Education (OCEE) - Stillwater, Oklahoma

Type of Assistance: Information, education

Description: The Oklahoma Council on Economic Education is an independent, nonprofit, nonpartisan educational organization dedicated to increasing economic understanding among Oklahomans. Leadership and funding comes from the business, labor, agriculture, government, and education sectors of the state's economy. OCEE is affiliated with the National Joint Council on Economic Education.

Contact: Oklahoma Council on Economic Education
112 Business Building
Oklahoma State University
Stillwater, OK 74078

(405) 624-5204

18. Texas Bureau for Economic Understanding - Arlington, Texas

Type of Assistance: Education, research, materials development, information

Description: The Texas Bureau for Economic Understanding was established as a nonprofit organization in 1954 for the following purposes to which it still adheres: to endeavor to increase the degree and extent of intelligent devotion to the American free enterprise economic system by increasing individual understanding of the fundamental and significant laws, concepts, policies, and practices which characterize and sustain our system and make it superior to other economic systems; to promote, stimulate, and assist in increasing general understanding of the relationship between the American political, economic, and social systems and the Constitution of the United States; to carry on research and study; and to develop, prepare, acquire and disseminate informational materials toward the furtherance of these purposes; to cooperate with educational institutions and leaders and with other groups toward the attainment of these purposes; including the financing of and participation in educational activities carried on under the direction of competent patriotic educators, and the development and conduct of educational activities for adults not affiliated with educational institutions; to combat the acceptance and spread of doctrines designed to reconstruct our economic and social orders along socialist or collectivist lines, and to endeavor to persuade other Americans to do likewise.

Contact: Texas Bureau for Economic Understanding
611 Ryan Plaza Drive
Suite 1119
Arlington, TX 76011

(817) 265-0983

STAGE TWO: DEVELOPMENT
TECHNICAL AND BUSINESS SKILLS

1. American Industrial Arts Student Association (AIASA) - Reston, Virginia

Type of Assistance: Networking, information, education

Description: AIASA is the vocational organization for elementary, junior high and senior high school students who are enrolled in or who have completed industrial arts courses. There are approximately 33 charter state associations affiliated with the national organization. AIASA is designed to develop the leadership and personal abilities of students as they relate to the industrial-technical world, as well as to inspire students to respect the dignity of labor and to appreciate craftsmanship. AIASA also assists students in making informed and meaningful occupational choices.

Contact: American Industrial Arts Student Association
1908 Association Drive
Reston, VA 22091

(703) 860-9000

2. American Institutes for Research - Palo Alto, California

Type of Assistance: Research, materials development

Description: AIR is an independent nonprofit organization established in 1946 to conduct research, development, and evaluation studies in the behavioral and social sciences for clients in government and the private sector. Materials on entrepreneurship have been developed by AIR and are available for purchase.

See the Selected Annotated Bibliography of this notebook on pp. 21, 63, 65 and 85.

Contact: American Institutes for Research
1791 Arastradero Road
P. O. Box 1113
Palo Alto, CA 94302

(415) 493-3550

OR

41 North Road
Bedford, MA 01730
(617) 275-0800

OR

1055 Thomas Jefferson St, NW
Washington, DC 20007
(202) 342-500

OR

22 Hilliard Street
Cambridge, MA 02138
(617) 661-6180

3. American Vocational Association (AVA) - Arlington, Virginia

Type of Assistance: Resources, materials development, information, networking, advocacy, research

Description: The American Vocational Association is a professional affiliation for educators/administrators of vocational/technical education. The association works to promote and improve vocational/technical education, to establish ties with government and business, to provide professional networking opportunities for educators/administrators, to develop curriculum materials, as well as to sponsor many other activities. Materials on entrepreneurship are available for purchase from the AVA.

See Appendix E_4 for a description of selected materials and an order blank.

Contact: American Vocational Association
2020 North 14th Street
Arlington, VA 22201

4. Beacon Films - Norwood, Massachusetts

Type of Assistance: Materials development and distribution

Description: Beacon Films is a private sector business with a large number of educational films. Several films are available relating to business/entrepreneurship. Of particular interest is a series entitled Starting Your Own Business which includes the following films:

- Are You an Entrepreneur?
- What's the Best Business for You?
- Who Will Your Customers Be?
- How Will You Penetrate Your Market?
- How Much Capital Will You Need?
- Should You Start, Buy or Franchise a Business?
- Developing a Business Plan
- Using Other People's Help
- The Sources of Capital
- Women Entrepreneurs

The Management Clinic Series produced by the Federal Business Development Bank is entitled Running a Small Business. Available films are:

- Evaluating a Small Business
- Financing a Small Business
- Basic Records for a Small Business
- Insurance Needs for a Small Business
- Inventory Control: Retail
- Inventory Control: Manufacturing

Films are available for purchase of rental. See Appendix E_5 for rental forms.

Contact: Beacon Films
1250 Washington Street
P. O. Box 575
Norwood, MA 02602

(617) 761-0811

For Rental:

University of Illinois Film Center
1325 South Oak Street
Champaign, IL 61820

(800) 252-1357 (In Illinois)
(217) 333-1360 (Outside Illinois)

University of Arizona
Bureau of Audio-Visual Services
1325 E. Speedway
Tucson, AZ 85719

(602) 626-3856

5. Curriculum Publications Clearinghouse - Western Illinois University, Macomb, Illinois

Type of Assistance: Resources, materials development

Description: The Curriculum Publications Clearinghouse is operated by Western Illinois University through a funding agreement with the Illinois State Board of Education, Department of Adult/Vocational/Technical Education, for the purpose of providing state-developed materials on a cost-recovery basis. The Clearinghouse does have entrepreneurship education materials available.

Contact: Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455

(800) 322-3905 (In Illinois)
(309) 298-1917 (Outside Illinois)

6. Distributive Education Clubs of America (DECA) - Reston, Virginia

Type of Assistance: Experiential education, information

Description: The purpose of DECA is to develop occupational competencies in the field of marketing and distribution and to promote understanding and appreciation of our free enterprise system. Approximately 80 chapters are affiliated with the national association. DECA offers many opportunities for young people to develop leadership qualities through student offices, competitions and social interactions.

Contact: Distributive Education Clubs of America
1908 Association Drive
Reston, VA 22091

(703) 860-5000

7. Foxfire Fund, Inc. - Rabun Gap, Georgia

Type of Assistance: Experiential education, consulting

Description: Foxfire began as an English project in Rabun Gap, Georgia, resulting from Eliot Wiggington's attempts to make writing enjoyable and meaningful for his students. Students began by recording mountain folklore, history, and culture, and published their first volume of Foxfire with a $400 donation from the community. The Foxfire program now has seven full-time teachers, has published seven books, and has expanded into an extensive and varied four-million-dollar nonprofit organization run almost entirely by students. Mr. Wiggington travels several days each week lecturing and assisting others interested in implementing programs of this type, always emphasizing that students handle all aspects of the program, including business functions.

Contact: Foxfire Fund, Inc.
Rabun Gap, GA 30568

(404) 746-5318

8. Future Farmers of America (FFA) - Alexandria, Virginia

Type of Assistance: Experiential education, information

Description: FFA is an integral part of the program of vocational agriculture education in the public schools. It provides a laboratory for practical training in agriculture, leadership, cooperation and citizenship as students take part in meetings, speaking, contests, awards and cooperative efforts for community improvement. The program also offers instruction and activities in the field of agribusiness.

Contact: National FFA Center
P. O. Box 15160
5632 Mt. Vernon Memorial Hwy
Alexandria, VA 22309

(703) 360-3600

9. Future Homemakers of America (FHA) - Reston, Virginia

Type of Assistance: Experiential education, information

Description: FHA is a nonprofit student organization for students in home economics, grades K-12. Chapters encourage personal growth, leadership development, and family and community involvement. They explore home economics-related jobs and careers. Chapter projects focus on a variety of youth concerns, including nutrition and fitness, teen pregnancy, strengthening family relationships, energy conservation, working with children and the elderly, teen-run businesses, youth employment and career exploration.

Contact: Future Homemakers of America
1910 Association Drive
Reston, VA 22091

(703) 476-4900

10. Illinois Vocational Curriculum Center (IVCC) - Sangamon State University, Springfield, Illinois

Type of Assistance: Resources, materials development, education, curriculum consulting

Description: The Illinois Vocational Curriculum Center is part of the East Central Network of the National Network for Curriculum Coordination in Vocational-Technical Education (NNCCVTE). The majority of materials available from IVCC are free on a loan basis. Many materials on entrepreneurship are available to educators in the State of Illinois. The Center publishes MEMO to keep vocational educators updated on new materials and computer software. The Center is funded by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education.

Contact: Illinois Vocational Curriculum Center
Sangamon State University
E-22
Springfield, IL 62708

(217) 786-6375

11. Junior Achievement, Inc. - Stamford, Connecticut

Type of Assistance: Experiential education, resources

Description: Junior Achievement, Inc. is a nonprofit corporation headquartered in Stamford, Connecticut that is the "Umbrella" for some 250 Junior Achievement operating areas in all 50 states and 16 foreign countries. The purpose of Junior Achievement and its five major programs is to provide practical and realistic education and experience in the private enterprise economic system. Adult volunteers (advisors) assist young people to form their own companies during a school year, operating just as any other business would.

Other Junior Achievement programs are:

Project Business -	a flexible economic education program for 8th and 9th grades
Business Basics -	high school JA officers make presentations to 5th and 6th grade students

Economic Awareness -	describes several programs designed to deliver business and economic education information to the general public
Applied Market -	is a program for college students. It provides a variety of practical and theoretical business and economic education activities. Presently, many business majors are receiving college credit for participating as advisors in the JA high school program

Contact: Junior Achievement, Inc.
ATTN: Senior Vice President - Programs
550 Summer Street
Stamford, CT 06901

(203) 359-2970

12. Minnesota Curriculum Services Center - University of Minnesota, White Bear Lake

Type of Assistance: Resources

Description: The Minnesota Curriculum Services Center is a nonprofit organization funded by the Minnesota State Department of Education through the Division of Vocational-Technical Education. It serves the needs of Vocational, Career, and Special Needs Education in the state of Minnesota through a program of free loan of instructional materials for preview purposes and the sale of some items on a cost-of-printing basis.

Contact: Minnesota Curriculum Services Center
3554 White Bear Avenue
White Bear Lake, MN 55110

(612) 770-3943
or
(800) 652-9024 (within Minnesota)

13. National Commission on Resources for Youth, Inc. (NCRY) - New York, New York

Type of Assistance: Information, promotion, networking, publication

Description: NCRY is an independent nonprofit organization to expand opportunities for young people to participate in society. Through a national information-sharing network, NCRY seeks out, encourages, and promotes programs that recognize the capabilities and the developmental needs of young people. Some NCRY publications deal with entrepreneurship and youth in business.

Contact: NCRY
36 West 44th Street
Room 1314
New York, NY 10036

14. National Network for Curriculum Coordination of Vocational and Technical Education (NNCCVTE)

Type of Assistance: Curriculum coordination, resources, materials development

Description: NNCCVTE is a network consisting of six curriculum coordination centers, six corresponding interstate networks, a national council of curriculum center directors, and 57 state representatives. This network is designed to share curriculum development products and services throughout the nation. The purpose of the network is to increase the availability of curriculum information and materials, to promote the adoption and adaptation of curriculum materials developed with assistance from federal and state vocational education funds, to minimize duplication in curriculum development, and to improve the quality of curriculum materials and services.

See Appendix E_6 for a directory of State Liaison Representatives of the Network.

Contact:

NORTHEAST
New Jersey Vocational
Educational Resource Center
Rutgers University
200 Old Matawan Road
Old Bridge, NJ 08857

(201) 390-1191

SOUTHEAST
Curriculum Coordination Center
Mississippi State University
Research and Curriculum Unit
Drawer DX
Mississippi State, MS 39762

(601) 325-2510

EAST CENTRAL NETWORK
for Curriculum Coordination
On the campus of
Sangamon State University, E-22
Springfield, IL 62708

(217) 786-6375

NORTHWESTERN
Curriculum Coordination Center
Commission for Vocational
Education
Building 17, LS-10
Airdustrial Park
Olympia, WA 98504

(206) 753-0879

MIDWEST
Curriculum Coordination Center
State Department of Vocational
and Technical Education
1500 West Seventh
Stillwater, OK 74074

(405) 377-2000, Ext. 252

WESTERN
Curriculum Coordination Center
University of Hawaii
1776 University Avenue
Wist Hall 216
Honolulu, HI 96822

(808) 948-7834

15. Office Education Association (OEA) - Columbus, Ohio

Type of Assistance: Education, resources

Description: OEA is a national voluntary association for students enrolled in vocational business and office occupations education. It is a cocurricular activity that is an integral part of the educational program which is designed to develop leadership abilities, interest in the free enterprise system, and competency in office occupations within the framework of vocational and career education. OEA is divided into four district categories: secondary, postsecondary, collegiate, and alumni. OEA is made up of local chapters within state associations. Regular publications include the OEA Communique (a quarterly journal), the Local Advisor's Bulletin (bimonthly bulletin between the months of September and June), The World of OEA (reference manual), It's a New Year (annual chapter handbook), Competitive Events Guidelines, and the OEA Week Promotion booklet and National Leadership Conference publication. Also available is the Related Materials Service which offers items to supplement classroom instruction.

Acting as liaison between business and industry and the OEA Board of Directors is the National Business Advisory Council. The Council is composed of representatives from different segments of the business world. OEA encourages involvement of business and industry at all levels of the organization to promote the sharing of information, needs, ideas, trends and so forth. Community involvement is encouraged through service, citizenship activities, and economic awareness activities.

Contact: Office Education Association
5454 Cleveland Avenue
Columbus, OH 43229

(614) 895-7277

16. Ohio Agricultural Education Curriculum Materials Service -
    The Ohio State University, Columbus

Type of Assistance: Materials development, resources

Description: The Ohio Agricultural Curriculum Materials Service is sponsored by the Ohio State Department of Education and the Department of Agricultural Education at The Ohio State University. The Service develops curriculum materials as well as makes resources available to educators.

Contact: The Ohio Agricultural Curriculum Materials Service
The Ohio State University
2120 Fyffe Road, Room 254
Columbus, OH 43210

(614) 422-4848

17. Pepsi DECA Learn and Earn Program - Purchase, New York

Type of Assistance: Experiential education

Description: DECA chapters wishing to participate have students set up actual or simulated businesses to sell a product. Project guidelines and incentives highlight concepts, objectives, planning, organizing, budgeting, promotion and evaluation. A final report may be submitted as a DECA competitive activity. Educational materials are available for the Project.

Contact: Learn and Earn Project
Attn: Dr. H. Naylor Fitzhugh
Pepsi-Cola Company 5/1
Purchase, NY 10577

18. State Departments of Vocational/Technical Education:
    Area Vocational-Technical Schools

Type of Assistance: Education, information, resources

Description: These schools generally service students at the high school level and may offer entrepreneurship training ranging from a fully developed, multiservice program to a single unit within a skills course such as welding or electronics.

Contact: See Appendix E_7 for a complete listing of all State Directors of Vocational Education. Your State Department can direct you to your area vo-tech schools.

19. U.S. Department of Education: Office of Vocational and Adult Education - National Center for Research in Vocational Education

Type of Assistance: Information, curriculum development, research, promotion, networking

Description: The National Center for Research in Vocational Education is funded by the federal government to conduct research, develop materials, and disseminate information, as well as perform many other functions to promote, improve and expand vocational education throughout the nation. Entrepreneurship Education is a special interest of the Center, which is actively involved in this area. The Center produced the PACE materials described in the annotated bibliography of this notebook . It also produces a publication entitled New Venture Network: News on Entrepreneurship Education.

Contact: National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

1-800-848-4815

20. Vocational Education Materials Center - University of Georgia, Athens

Type of Assistance: Resources, curriculum materials development, research

Description: The Vocational Materials Center functions within the Division of Vocational Education, University of Georgia. It operates under grants from the U.S. Department of Education and the Georgia State Department of Education with the support of the College of Education. The Center is comprehensive in its commitment and approach to the development and dissemination of materials in the broad field of Vocational Education.

Contact: Vocational Education Materials Center
628 Aderhold Hall
University of Georgia
Athens, GA 30602

21. Vocational Industrial Clubs of America (VICA) - Leesburg, Virginia

Type of Assistance: Experiential education, promotion

Description: VICA is a national organization of students enrolled in vocational trade, industrial, technical and health education programs. Its purposes include fostering a respect for the dignity of work, establishing realistic vocational goals, creating enthusiasm for learning, and helping students obtain full and rewarding lives. VICA also promotes high standards in trade ethics, workmanship, scholarship, and safety. The organization is the tool used to develop the ability of students to plan, organize and carry out worthy activities and projects through the democratic processes.

Contact: Vocational Industrial Clubs of America
P. O. Box 3000
Leesburg, VA 22075

(703) 777-8810

22. Vocational Studies Center - University of Wisconsin, Madison

Type of Assistance: Education, materials development, resources

Description: The Center has developed training materials entitled Steps to Starting a Small Business and also offers a self-help program called "Achieving Success in Small Business: A Competency Based Educational Program for Persons Interested in Small Business Ownership."

Contact: The Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706

(608) 263-4357

23. Western Curriculum Coordination Center (WCCC) - Honolulu, Hawaii

Type of Assistance: Resources, materials development, administration

Description: The Western Curriculum Coordination Center is one of six regional centers of the National Network for Curriculum Coordination in Vocational-Technical Education (NNCCVTE) and is funded by the U.S. Department of Education. It is located at the University of Hawaii, Manoa Campus, and provides leadership in curriculum coordination to the Western Area which includes American Samoa, Arizona, California, the Commonwealth of the Northern Marianas, Guam, Hawaii, Nevada, and the Trust Territory of the Pacific Islands. A Curriculum Resource Center is maintained by WCCC to assist its consortium members in the preparation and development of vocational-technical education curriculum materials. The Center also acquires newly developed materials and disseminates them to the states/territories within the region through their State Liaison Representatives (SLRs). Service to the SLRs is foremost in the work of the WCCC.

Contact: Western Curriculum Coordination Center
College of Education
University of Hawaii
1776 University Avenue
Wist 216
Honolulu, HI 96822

(808) 948-7834

STAGE THREE: APPLICATION
OCCUPATIONAL SKILLS AND ENTREPRENEURSHIP CONCEPTS

1. American Society for Training and Development (ASTD) - Washington, DC

Type of Assistance: Professional affiliation, networking, resources, information

Description: The American Society for Training and Development is an organization dedicated exclusively to serving the needs of the human resource development (HRD) professional. ASTD accomplishes this through publications, meetings, seminars, textbooks, and diverse clearinghouse activities. Within the organization there are two special networks--The Women's Network and the Minority Network--to work on special projects, etc., as well as 46 Special Interest Groups. More than 120 Chapters in nine geographic regions bring ASTD to the local level. The major professional HRD areas served are: Human Relations, Technical and Skills, Marketing/Sales Training, Instructor Effectiveness, Career Development, Media, Program Evaluation, and Organizational Development.

Contact: American Society for Training and Development
600 Maryland Ave, SW
Suite 305
Washington, DC 20024

(202) 484-2390

2. Association of Collegiate Entrepreneurs (ACE) - Wichita State University, Kansas

Type of Assistance: Information, advocacy, networking

Description: The Association of Collegiate Entrepreneurs is a new organization developed to enhance and promote opportunities for students interested in entrepreneurial pursuits. They produce a national publication used as a forum for sharing information among member universities. Included is a section on existing university programs for entrepreneurs and a section on venture opportunities. ACE also hosts national conferences for collegiate entrepreneurs.

See Appendix E_8 for a listing of universities currently participating in ACE.

Contact: Verne C. Harnish
Association of Collegiate Entrepreneurs
Center for Entrepreneurship
Wichita State University
Wichita, KS 67208

(316) 689-3000

3. Center for Entrepreneurial Management - New York, New York

Type of Assistance: Information, research, education, resources, materials development

Description: The Center for Entrepreneurial Management, formerly an arm of the American Management Association, is run as a nonprofit research and educational facility offering tapes, books and seminars in the U.S. and abroad. Of particular interest is the research done by the Center on characteristics of entrepreneurs.

Contact: Center for Entrepreneurial Management
83 Spring Street
New York, NY 10012

(212) 924-7304

4. Center for Entrepreneurship and Small Business Management - Wichita State University, Kansas

Type of Assistance: Resources, education, research, materials development

Description: The priorities of the Center are: (1) development of an academic program in entrepreneurship and small business management, (2) creation and endowment of a professional chair, (3) development of an information bank and library, (4) research and publication, (5) special interest seminars, (6) development of films for elementary school students, and (7) creation of a prime-time television program for major network exposure. Several well-researched biographies of successful entrepreneurs have already been published.

Contact: Center for Entrepreneurship and
Small Business Management
130 Clinton Hall
Wichita State University
Wichita, KS 67208

(316) 689-3000

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5. Center for Small Business - Daytona Beach Community College and Private Industry Council, Daytona Beach, Florida

Type of Assistance: Counseling, training, research, resources

Description: The Center for Small Business is a program offered by the Special Programs division of Daytona Beach Community College and has been designated by the Small Business Administration and American Association of Community and Junior Colleges as a member of the Small Business Training Network. Counseling services are provided to both potential and existing entrepreneurs; training in the form of workshops, courses, seminars and conferences is offered throughout the year in Volusia County; and the Center has a resource library which contains research produced by the Center. Training costs are nominal as services are provided in cooperation with the Private Industry Council of Volusia County, University of Central Florida, SCORE, Stetson University, and area Chambers of Commerce through the Volusia/Flagler Small Business Coordinating Council.

Contact: Center for Small Business
P. O. Box 1111
Daytona Beach, FL 32015

(904) 255-8131

6. Florida Center for Career Development Services - State of Florida Department of Education, Tallahassee

Type of Assistance: Resources, materials development, information, placement

Description: The Florida Center for Career Development Services offers several career, occupational and placement programs and services to students/teachers in the state of Florida. The Cooperative Agency Placement Service (CAPS) circulates information to possible employers about potential employees as they complete their training/education. The Center also serves as Florida's Career Information Delivery System through programs called VIEW, PREVIEW, and CHOICE. New products/services are developed in addition to ongoing functions.

Contact: Center for Career Development Services
Florida Department of Education
Knott Building
Tallahassee, FL 32301

1-800-342-9271

7. Institute for Labor Education and Research (ILER) - New York, New York

Type of Assistance: Research, education

Description: ILER is a nonprofit organization which organizes workshops and courses and prepares educational materials for working people. It works with both union and nonunion groups around the nation to equip stewards, activists and rank-and-filers with the information, skills, and strategies they need to begin tackling their problems on and off the job. The Institute provides a basic understanding of the American economic system and how it functions that enables people to operate effectively within the system.

Contact: ILER
853 Broadway
Room 2014
New York, NY 10003

8. National Research Center for College and University Admissions (NRCCUA) - Kansas City, Missouri

Type of Assistance: Information, research, resources, education

Description: The National Research Center for College and University Admissions is a nonprofit organization involved in a variety of activities. IDEA (Institute for the Development of Entrepreneur Abilities) provides entrepreneur seminars, workshops and speeches and is currently developing a manual for entrepreneurial self-instruction. The Entrepreneur Scholarship Program (ESP) which identifies entrepreneurial talent in high schools and colleges and is developing a system of providing awards, financial aid, and support. The Center has developed EQ (Entrepreneur Quotient), SQ (Success Quotient), and CQ (Career Quotient) measures to stimulate discussion concerning entrepreneurship. Appendix H contains copies of both documents. Throughout the year the Center surveys high school students regarding education, career, and financial aid opinions and has added entrepreneurship as an option. All results are computerized. The Center also funds various projects including the writing of a motivational book on minority entrepreneurs.

Contact: The National Research Center
for College and University Admissions
8800 Blue Ridge Boulevard
Suite 316
Kansas City, MO 64138

(816) 761-1525

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9. National Small Business Training Network (NSBTN): American Association of Community and Junior Colleges (AACJC) - Washington, DC

Type of Assistance: Education, networking, information, program development, materials development, resources

Description: NSBTN links together 227 two-year colleges in 49 states and works with the Small Business Administration to deliver high quality, low cost, small business management teaching, and assists colleges to market the networking concept in local settings by establishing liaisons and cooperative efforts with other community-based groups. Educational and informational publications are available.

Contact: Carol Eliason, Director
NSBTN/AACJC
One Dupont Circle, NW
Washington, DC 20036

(202) 293-7050

10. Opportunities Industrialization Centers of America, Inc. (OIC/A) - Michigan State Council - Lansing, Michigan

Type of Assistance: Job Training and Placement

Description: OICs of America, Inc. is a community-based, self-help skills training and community revitalization program founded by Dr. Leon H. Sullivan, Chairman of the National Board of Directors of OIC/A. From its beginning as an employment and training program in Philadelphia, it has grown into a total economic development and job creation movement which serves an interracial cross-section of the American unskilled, unemployed and disadvantaged in more than 140 communities. Since 1964, OICs have trained over 600,000 people and have placed approximately 70% in meaningful jobs. Over 1/3 of OIC trainees were on welfare before coming to OIC, but alumni have contributed an estimated $600 million to the national economy in tax dollars alone. Training is provided in 160 different skill areas, and a close working relationship is maintained with all levels of government and local business.

The state of Michigan has five OICs that work together under the direction of the Michigan State Council of the OICs of America. This Council is in the process of developing a major project targeted toward young women with children, a group with traditionally low participation rates due to lack of support services for child care and transportation. The project, to be entitled Michigan Opportunities for Mothers, will provide young clients with training in the provision of child care services, remedial education, parenting skills, enrichment training, entrepreneurial skills training, and supportive services. The major outcome of this project is to assist graduates to establish their own at-home day care centers as well as cooperatively-owned centers. A unique feature of the project is that mothers will bring their children to the training center which will be a licensed day care facility operated by OIC.

Contact:

Michigan State Council of the OIC of America
111 South Capitol, Suite 710
Lansing, MI 48933

(517) 484-9642

Greater OIC of Metropolitan Detroit
1565 Oakman Boulevard
Detroit, MI 48238

(313) 883-4510

Greater Flint OIC
708 Root Street
Flint, MI 48503

(313) 766-7269

OIC of Muskegon County
201 Apple Avenue
Muskegon, MI 49440

(616) 726-4033

OIC of Metropolitan Saginaw
1000 Tuscola Street
Saginaw, MI 48607

(517) 752-4148

OIC of Greater Lansing
500 West Lenawee
Lansing, MI 48933

(517) 484-9644

11. Public/Private Ventures (P/PV) - Baltimore, Maryland

Type of Assistance: Research, consulting, education

Description: P/PV seeks effective approaches to meeting the needs of disadvantaged citizens for job training, education, and economic opportunity. The organization conducts research, develops programs and assists both the public and private sectors in a broad range of activities designed to help people, especially youth, become self-sufficient. It is a national, not-for-profit corporation which has worked in over 40 cities with programs that serve community and business needs while helping individuals become productive members of the work force. Examples of P/PV programs are: (a) The Summer Training and Education Program for disadvantaged youth which provides work experience and intensive remedial education; (b) Youth Conservation and Service Corps Programs; (c) Ventures in Community Improvement which trains disadvantaged youth and women in construction (and other nontraditional occupations for women) while making permanent improvements in public housing and buildings; (d) State Employment Initiatives for Youth which emphasizes the coordination of state resources to help students make a successful transition from school to work; (e) a Study of School/Business Partnerships to evaluate existing cooperative and adopt-a-school programs; and (f) the Development Training Institute which helps individuals engaged in community economic development gain the skills to plan, finance and manage development ventures in low-income neighborhoods.

Contact: Public/Private Ventures
399 Market Street
Philadelphia, PA 19106

(215) 592-9099

12. Technology Exchange Center (TEC) - Garden Grove, California

Type of Assistance: Information, consulting

Description: The Technology Exchange Center has been formed as a nonprofit company with directorship from businesses, education, labor and the community to address labor and management training needs. The Center matches available labor to specific needs, provides qualified professionals as instructors, provides custom-designed programs for labor and management and provides cost-effective training with possible outside financial support. TEC coordinates funding sources, training sources, business, government and the community to implement educational/training programs, apprenticeships, etc. The Center serves as a vehicle to bring industry and academia together to discuss and satisfy current labor needs as well as plan for the future.

Contact: Technology Exchange Center
13162 Newhope Street
Garden Grove, CA 92643

(714) 636-2632

13. YOUTHWORKS - Washington, DC

Type of Assistance: Education, job placement

Description: YOUTHWORKS is a nonprofit organization which provides an alternative job training and placement service to meet employment needs in Washington area business and trade associations. Each Spring several hundred low income and minority youth applicants between the ages of 16 and 20 are screened and interviewed to participate in this program. Successful applicants attend a four-day training seminar and become part of a talent pool available to employers. At any time during the school year YOUTHWORKS has a ready supply of part-time or permanent entry-level help available, but the emphasis is on summer employment. Pre-employment training focuses on employer expectations, communication skills, job searching techniques, attitude development and life management skills. YOUTHWORKers are periodically evaluated throughout the term of employment. Any youth not meeting standards of performance will be counseled and if he/she fails to improve will be dropped from the program. If the student is let go during the first four weeks of employment, YOUTHWORKS will reimburse the employer for all wages paid during that time.

Contact: YOUTHWORKS
1250 Eye Street, NW
Suite 402
Washington, DC 20005

(202) 682-2178

STAGE FOUR: VENTURE
ENTERPRISE DEVELOPMENT

1. American Association of Minority Enterprise Small Business Investment Companies (AAMESBIC) - Washington, DC

Type of Assistance: Venture capital formation, information, resources

Description: This is an association of the privately owned investment companies which participate in the Small Business Administration's Minority Enterprise Small Business Investment Company Program. MESBICs invest in small businesses owned by socially or economically disadvantaged persons. SBA supplies financial assistance in the ratio of $3 for every dollar of private capital invested by a MESBIC participant. Investments can be in the form of straight loans or equity investments and range from a few thousand to several million dollars. AAMESBIC has several publications available to guide existing and potential MESBICs in the investment process and also publishes Perspective - AAMESBIC Newsletter every month, as well as the Journal of Minority Business Firms.

Contact: American Association of Minority
Enterprise Small Business
Investment Companies
915 15th Street, NW
Suite 700
Washington, DC 20005

(202) 347-8600

2. American Indian National Bank - Washington, DC and Albuquerque, New Mexico

Type of Assistance: Banking services

Description: Stockholders invest in this institution making resources available to Indian tribes, organizations and individuals for various Indian enterprises. Offices are available in Washington, DC, and Albuquerque, New Mexico.

Contact:

AINB
1701 Pennsylvania Avenue
Suite 310
Washington, DC 20006

(202) 965-4460

OR

AINB
2401 12th Street, NW
Albuquerque, NM 87102

(505) 842-1395

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3. Bank of America: Small Business Reporter Series - San Francisco, California

Type of Assistance: Materials development

Description: The Small Business Reporter Series developed by the Bank of America provides straightforward, practical information on owning and operating a small business. It is for all those who need information about small business - business owners, bankers, attorneys, accountants, consultants, industry and trade associations, schools, and libraries. The content of the Series has been well researched, and, although the emphasis is on California, most of the information is applicable throughout the United States.

See Appendix Eg for an order blank and price listing.

Contact: Bank of America
Department 3401
P. O. Box 37000
San Francisco, CA 94137

(415) 622-2491

4. Center for Entrepreneurship - Stanford University, Los Angeles, California

Type of Assistance: Information, networking

Description: Students at Stanford University formed the Center for Entrepreneurship to link students and the community through internships, seminars, etc., for the purpose of evaluating new ideas, finding venture capital, etc.

Contact: Center for Entrepreneurship
Stanford University
Stanford, California 94305

5. Developing Neighborhood Association of Kansas City - The Center for Neighborhood Development, Pioneer Community College, Kansas City, Missouri

Type of Assistance: Information, education, networking, advocacy

Description: The Association and Center in Kansas are dedicated to promoting self-financed self-help and cooperation among people and organizations. They promote the forming of neighborhoods into various types of cooperatives for the purpose of self-employment, investment, development, etc. Entrepreneurship is a vital aspect of their work.

Contact: The Center for Neighborhood Development
Pioneer Community College
560 Westport Road
Kansas City, MO 64111

(816) 753-4949

6. The Entrepreneurship Institute (TEI) - Columbus, Ohio

Type of Assistance: Business and job development, networking

Description: The Entrepreneurship Institute is an independent, nonprofit organization which works to bring together a consortium of individuals within a community for the purpose of creating innovative, high-growth companies.

Contact: TEI
3592 Corporate Drive
Suite 100
Columbus, OH 43229

(614) 895-1153

7. Hawaii Entrepreneurship Training and Development Institute (HETADI)- Honolulu, Hawaii

Type of Assistance: Education, research, advocacy

Description: HETADI is a nonprofit, educational/scientific corporation which promotes entrepreneurship development by training entrepreneurs and promotes the creation of more business opportunities. Additional information is located in Appendix B.

Contact: HETADI
Suite 1409
Century Center
1750 Kalakaua Avenue
Honolulu, HI 96826

(808) 955-8655

8. Human Resources Corporation (HRC) - Honolulu, Hawaii

Type of Assistance: Technical assistance, procurement, information, management assistance, resources, research, consulting

Description: The Human Resources Corporation is a private firm which provides technological research and development as well as management consulting services to private, public, local, state and national organizations. It is based in San Francisco with area offices in Washington, DC, and Honolulu. HRC is under contract to the Minority Business Development Agency (MBDA) to act as a Minority Business Development Center (MBDC). MBDCs provide a wide range of management and technical assistance to potential and existing minority entrepreneurs.

See Appendix C for a Directory of all MBDCs.

Contact: Human Resources Corporation
1150 South King Street
Room 203
Honolulu, HI 96814

(808) 531-7502

or

1109 Oak Street
San Francisco, CA 94117

(415) 552-7900 (Main Office)

9. Human Resources Development Center (HRDC) - Carver Research Foundation, Tuskegee Institute, Alabama

Type of Assistance: Resources, information, education, advocacy, materials development

Description: The Human Resources Development Center was established at the Tuskegee Institute in 1968 as an administrative mechanism for the combination of Cooperative Extension and Federal Extension. The purpose of the Center is to utilize the expertise at the Institute to improve the quality of life for people. The Center develops materials, sponsors a variety of conferences and workshops, offers community education classes, sponsors educational/recreational summer day care experiences for youth, participates in youth advocacy projects, as well as supports numerous other activities. Of particular interest is the Center's work with the Minority Highway Contractors' Assistance Program and Small Business Development.

Contact: Human Resources Development Center
Tuskegee Institute
Robert Russa Moton Hall
Tuskegee, Alabama 36088

(205) 727-8764

10. Institute for American Business (IAB) - Washington, DC

Type of Assistance: Procurement, enterprise development

Description: The Institute for American Business is funded by the U.S. Department of Commerce, Economic Development Administration. It works through already existing channels to bring together talented minority entrepreneurs, venture capital, and unique business opportunities.

Contact: Institute for American Business
1090 Vermont Avenue, NW
Suite 900
Washington, DC 20005

(202) 371-1400

11. International Council for Small Business (ICSB) - Washington, DC

Type of Assistance: Professional affiliation, research, advocacy, networking

Description: ICSB is a nonprofit organization whose goal is to serve as the primary organization for the diverse professionals interested in small business management and entrepreneurial development. Its role is to integrate and expand the value of specific trade or professional organizations. Activity stimulates research and creates unique networking capabilities for special interest groups.

Contact: Executive Secretary
International Council for Small Business
National Affiliate
P. O. Box 14014
Washington, DC 20044

or

ICSB
3642 Lindell Blvd
St. Louis, MO 63108

(314) 534-7232

12. Kentucky Highlands Investment Corporation - London, Kentucky

Type of Assistance: Venture formation

Description: Kentucky Highlands Investment Corporation is a development firm founded specifically to take high-risk, venture capital and term loan positions in start-up and expanding business enterprises located (or to be located) in Eastern Kentucky. The Corporation backs high and low technology ventures.

Contact: Kentucky Highlands Investment Corporation
911 North Main Street
P. O. Box 628
London, KY 40741

(606) 864-5175

13. Local Initiatives Support Corporation (LISC) - New York, New York

Type of Assistance: Financial, technical

Description: LISC is designed to help independent, community-based development organizations improve the physical and economic conditions of their communities. It aims to increase the ability of exemplary local organizations to develop significant projects of construction, rehabilitation, business capitalization or expansion, commercial revitalization, or related activities.

Contact: LISC
666 Third Avenue
New York, NY 10017

(212) 949-8560

14. National Alliance of Homebased Businesswomen (NAHB) - Norwood, New Jersey

Type of Assistance: Networking, advocacy, information

Description: The National Alliance of Homebased Businesswomen was developed for the purposes of promoting personal, professional and economic growth among women who wish to work from their homes; to provide a forum for the exchange of information; to provide publications disseminating current information and to provide a support network. NAHB publishes a quarterly newsletter, holds annual national meetings and publishes an annual directory of all the local chapters throughout the nation. The Alliance was instrumental in the development of the resource guide Women Working Home: A Homebased Business Guide and Directory, Second Edition, printed in 1983 and authored by Marion Behr and Wendy Lazar. The book is described in the annotated bibliography of this resource notebook.

See Appendix E_{10} for the national directory and a membership form.

Contact: National Alliance of Homebased Businesswomen
P. O. Box 95
Norwood, NJ 07648

(201) 768-8177

15. National Minority Business Council, Inc. (NMBC) - New York, New York

Type of Assistance: Advocacy, basic programs and services for minority entrepreneurs

Description: Through advocacy for minority business, NMBC addresses the questions of education, procurement, training, and the treatment of minority enterprises in different areas and different markets. Services to minority entrepreneurs include a quarterly publication, a legal service program, two seminars each year in continuing management education, as well as other educational seminars. NMBC also publishes a national minority business directory.

Contact: NMBC
235 East 42nd Street
New York, NY 10017

16. National Science Foundation (NSF) - Washington, DC

A. Innovation Centers
B. Small Business Assistance

Type of Assistance: Information, counseling, guidance

Description: The National Science Foundation provides information and guidance to research and technology-based small, minority and women-owned firms concerning NSF programs and research opportunities.

Contact: Office of Small Business Research & Development
National Science Foundation
1800 G St., NW
Room 511-A
Washington, DC 20550

(202) 357-9498

17. New Enterprise Training for Profits (NET/PRO) - Washington, DC

Type of Assistance: Education, materials development

Description: New Enterprise Training for Profits is a comprehensive new venture training system that can be purchased for a minimum investment of $5,000 per system. A multimedia educational approach guides the user through all the steps necessary to set up a new business venture.

Contact: Venture Concept Systems
1901 L Street, NW
Suite 400
Washington, DC 20036

(202) 331-9265

18. Rural Enterprises, Inc. - Durant, Oklahoma

Type of Assistance: Consulting, technical assistance, information

Description: Rural Enterprises is a nonprofit corporation headquartered in Durant, Oklahoma. It was established as a national demonstration effort using industrial innovation to develop new jobs and new businesses in economically distressed rural areas of Southeastern and South-central Oklahoma. Rural Enterprises provides an innovation evaluation process for new products for a $75.00 fee, and provides assistance in all areas of business and product planning or processes that score sufficiently high in the innovation evaluation process. The corporation is sponsored and supported by various public and private organizations.

Contact: Rural Enterprises, Inc.
P. O. Box 1335
Durant, OK 74702-1335

(405) 924-5094

19. School for Entrepreneurs - Tarrytown, New York

Type of Assistance: Education, resources, information

Description: The School for Entrepreneurs is a privately run educational experience comprising two consecutive weekends for the current cost of $750.00. Students learn how strong their entrepreneurial drive is, what their highest personal skills are, and how to sharpen both. The student's business idea(s) is evaluated and then detailed plans for the proposed venture developed. The student then presents his/her proposal to a representative of a Wall Street venture-capital firm. Time is then devoted to networking, life planning, and goal setting. The school follows up on students' activities in relation to their plans. The course is conducted two times each year.

Contact: The School for Entrepreneurs
Tarrytown Conference Center
P. O. Box 222
East Sunnyside Lane
Tarrytown, NY 10591

(914) 591-8200
(212) 933-1031

20. Small Business Administration (SBA) - Washington, DC

a. Office of Minority Small Business and Capital Ownership Development

Type of Assistance: Information, advisory

Description: Formulates and coordinates policies benefiting eligible minority small business. Provides direct assistance to minority business as well as works with other agencies, banks and industry to increase the number of minority-owned businesses and improve their chances of success.

Contact: U.S. Small Business Administration
(Regional Directors)
(See Appendix E_{11})

b. Small Business Investment Companies

Type of Assistance: Financial and management

Description: Specializes in providing equity funds, long-term loans and management assistance to small business concerns owned by socially and economically disadvantaged individuals.

Contact: U.S. Small Business Administration
(Regional Directors)
(See Appendix E_{11})

c. Subcontracting Program

Type of Assistance: Information, advisory

Description: SBA's Office of Procurement and Technology Assistance operates this program to provide small and disadvantaged business the maximum opportunity to participate in Federal contracts.

Contact: U.S. Small Business Administration
(Regional Directors)
(See Appendix E_{11})

d. Service Corps of Retired Executives (SCORE)

Type of Assistance: Technical, management

Description: Volunteer group of retired men and women who provide free management counseling. Counselors possess the kinds of managerial, professional and technical experience useful to owners and managers of small retail, wholesale, service or manufacturing businesses.

Contact: National SCORE Office
1441 L. Street, NW
Washington, DC 20416

e. Active Corps of Executives (ACE)

Type of Assistance: Technical, management

Description: Volunteer executives from private business/industry provide free counseling on managerial, professional and technical topics to small business owners and managers.

Contact: U.S. Small Business Administration
(Regional Directors)
(See Appendix E_{11})

f. Small Business Institute (SBI) Program

Type of Assistance: Technical, management

Description: Utilizes university and college business majors as counselors to small business. Students work as a team under the guidance of a professor to meet with and counsel small business owners and managers. At the end of the term, they submit a written report stating the problems, alternatives and suggested solutions for a business. There is no charge for the service.

Contact: Small Business Institute Program
1441 L Street, NW
Washington, DC 20416

(For local programs see Appendix E_{12} and Appendix E_{12a})

g. Small Business Development Centers (SBDC)

Type of Assistance: Technical, management, education, research, information, resources

Description: See # 21 of this section.

Contact: See Appendix E_{13} for a directory of all SBDCs.

21. Small Business Development Center (SBDC) - University of Wisconsin, Whitewater

Type of Assistance: Counseling, management, education, research, information, resources

Description: The Small Business Development Center at the University of Wisconsin is designated as a SBDC by the U.S. Small Business Administration. Based on the agricultural extension model that has benefited Wisconsin farmers for over a century, the SBDC aims to provide management assistance to the 95,000 small businesses in Wisconsin.

Contact: Small Business Development Center
University of Wisconsin - Whitewater
800 West Main Street
Whitewater, WI 53170-1797

(414) 472-4980

22. Southern Oregon Regional Services Institute (SORSI) - Southern Oregon State College, Ashland

Type of Assistance: Education, consulting, information, research

Description: SORSI was established by the state legislature in 1979 to assist private businesses and government agencies (at all levels) in fostering economic growth in the southern Oregon region. The Institute consists of academicians and students from Southern Oregon State College trained to provide technical data and research information to existing business, industry and commerce in the southern Oregon region as well as to potential business. Consultations are free and advance estimates for specific projects are available upon request. SORSI also serves as a Small Business Assistance Center in southern Oregon.

Contact: Regional Services Institute
Southern Oregon State College
Ashland, OR 97520

(503) 482-6365

23. United Indian Development Association (UIDA) - Los Angeles, Eureka or Escondido, California

Type of Assistance: Management, technical, business and economic development

Description: UIDA is a nonprofit corporation founded and directed by American Indians. It provides management services and technical assistance to individual business owners, tribal enterprises, development corporations and community service centers. Managers are trained to use tools and techniques within the Indian cultural value system and with an appreciation of problems unique to American Indians.

Contact: UIDA
1541 Wilshire Blvd
Suite 307
Los Angeles, CA 90017

OR

UIDA
411 J Street
Suite 7
Eureka, CA 95501

(707) 445-8488

UIDA
365 West Second Avenue
Suite 204
Escondido, CA 92025

(714) 746-7356

24. Urban University Center - University of Southern California, Los Angeles

Type of Assistance: Technical, economic development, training

Description: The Urban University Center offers programs that are designed to produce a positive impact within the service region with the primary objective of increasing employment. Industrial development and community economic development services are provided in the following areas: (a) direct technical and management assistance to existing small businesses and industries, (b) assistance in the formation of new enterprises which create new employment opportunities, (c) special research studies for expansion and diversification of existing businesses and industries suitable for development in the region and implementation of the research effort, (d) industrial development conferences for local leaders and assistance in the formulation of technical/educational curricula with workshops/planning seminars for people involved in business development activities, and (e) business financial assistance in the form of counseling/resources/arrangement of financial packages, etc.

Contact: Urban University Center
University of Southern California
3716 S. Hope Street, # 200
Los Angeles, CA 90007

(213) 743-2371

25. U.S. Department of Commerce - Washington, DC

a. Interagency Council for Minority Business Enterprise

Type of Assistance: Executive-level advisory

Description: An alliance of Federal departments and agencies working together to develop and coordinate Federal programs and activities supporting minority enterprise development. The Council is chaired by the Secretary of Commerce and vice-chaired by the Administrator of the Small Business Administration.

Contact: Executive Director
Interagency Council for Minority Business Enterprise
Minority Business Development Agency
U.S. Department of Commerce
14th St. and Constitution Ave, NW
Washington, DC 20230

(202) 377-5061

b. Minority Business Development Agency

1) - Minority Business Development Centers - See Appendix C

2) - Acquisition Assistance Program

Type of Assistance: Financial, technical

Description: Provides technical support services to assist minority buyers of medium- and large-sized manufacturing firms, or high-technology industry such as energy, telecommunications and medical instrumentation. Assistance available at all stages of analysis and negotiation in business acquisition opportunities.

Contact: MBDA Regional Offices
(See Appendix C)

3) American Indian Program

Type of Assistance: Management, technical

Description: Designed to provide American Indians, Eskimos, Aleuts and their tribal governments with business management and technical assistance using consultants through grants or cooperative agreements. Economic self-determination for individual and tribal businesses is the program's goal.

Contact: MBDA Regional Offices
(See Appendix C)

4) Minority Bank Development Program

Type of Assistance: Management, technical, market development

Description: Minority-owned banks are provided the following types of assistance:

- Intensive assistance to executive officers and top-level management
- Market development through the solicitation of deposits and loans from governmental units and the private sector
- Creation of a capital support program

Contact: MBDA Regional Offices
(See Appendix C)

5) Minority Business and Trade Associations (MB & TA)

Type of Assistance: Information services, technical

Description: Program supports MB & TAs which act as advocates for their members and which provide information and technical services to their membership and to the minority business community:

- Cooperative advertising and group benefits
- Business promotion and technical services
- Negotiating trade discounts
- Liaison with MB & TA majority counterparts and with Federal, State and local activities intended to improve the viability of members in respective industries

Contact: MBDA Regional Offices
(See Appendix C)

6) Minority Export Development Consultants

Type of Assistance: Marketing, technical

Description: Provides minority business with exposure to international marketing networks, market information, and products and service delivery assistance:

- Identify potential markets and specific trade leads
- Technical assistance to complete international transactions
- Coordinate public agencies to increase participation by minority business

Contact: MBDA Regional Offices
(See Appendix C)

7) National Minority Supplier Development Council (NMSDC)

Type of Assistance: Access to corporate markets

Description: NMSDC and its affiliated regional councils conduct a national marketing program to attract private sector business opportunities for minority business persons and to increase corporate procurement from minorities.

Contact: National Minority Supplier Development Council
1500 Broadway, Suite 3001
New York, NY 10036

8) Research Program

Type of Assistance: Research, information, contracts for research

Description: The Research Program of the MBDA Office of Advocacy, Research and Information emphasizes analyses and studies which can be used to modify or improve national minority business development policies and programs. The focus of studies is quite broad but must be related to the general concepts of business formations, expansion and failure or to the potential of minority-owned firms to contribute to socioeconomic development. There is also a need for careful exploration of sociological, demographic, institutional and other variables affecting minority business development. An annual contract research competition is announced in November/December of each year with contracts awarded the following June. Approximately one-half million dollars is awarded each year to five or six successful applicants.

Contact: Chief, Research Division
Office of Advocacy, Research and Information
Minority Business Development Agency
Room 5709
Washington, DC 20230

(202) 377-4671

26. Venture Founders Corporation - Belmont, Massachusetts

Type of Assistance: Venture capital, management, technical

Description: Venture Founders provides venture capital of a full range of business and technical resources to promising start-up and early-stage technology ventures. VF manages $26 million in the U.S. and has a British affiliate. VF staff capabilities allow them to become working partners with the entrepreneur or innovator to analyze appropriate markets, determine fundamental financial requirements and suitable structures, resolve technical design and production problems, identify critical management needs, and help to select team members to fill those needs.

Contact: Venture Founders Corporation
100 Fifth Avenue
Waltham, MA 02154-7527

(617) 890-1000

27. Women's Institute for Housing and Economic Development, Inc. (WIHED) - Boston, Massachusetts or Newport, Rhode Island

Type of Assistance: Opportunities for self-help to low income women

Description: WIHED was established in 1981 to promote economic self-sufficiency and self-determination for women heads-of-household by facilitating the initiation of housing and businesses through partnerships between community-based organizations and established corporations. It provides information, contacts, and model development while stimulating long-term, long-growth ventures for low income women that will move them from social dependency to economic self-sufficiency. A major publication of WIHED is entitled A Development Primer and is available at the address below.

Contact: WIHED
92 South Street
Boston, MA 02111

STAGE FIVE: ASSESSMENT
MANAGEMENT, DEVELOPMENT, EXPANSION AND/OR REDIRECTION

1. American Association of Black Women Entrepreneurs, Inc. (AABWE) - Washington, DC

Type of Assistance: Networking, advocacy, education, resources, information

Description: AABWE is a nonprofit, tax exempt national trade and service association. Membership is open to Black women business owners and other individuals interested in assisting and supporting Black women business owners. A group representing at least 10 persons who are members of the Association (Class A and B members) may petition the Executive Board requesting permission to establish a chapter. Association purposes are to unite Black women entrepreneurs; to serve as a national voice presenting the interests of members; to promote business opportunities and encourage educational and professional development; to serve as a depository and distribution center for data on the Black female business owner; to provide programs encouraging Black women to consider business ownership as a career aspiration; to promote the credibility and quality of products and services of Black women-owned firms; to encourage members to support one another through joint ventures, subcontracting and information exchange; to encourage the establishment of local business groups; and to promote businesses that are Black female-owned and controlled with predominantly Black staff.

Contact: American Association of Black Women Entrepreneurs, Inc.
1326 Missouri Avenue, NW
Suite Four
Washington, DC 20011

(202) 231-3751

2. American Management Associations: Institute for Management Competency - New York, New York

Type of Assistance: Education

Description: The Competency Program was developed by the Institute for Management Competency to assist managers and executives to fine-tune future managerial skills. The bulk of the curriculum is competency-based, experiential and student-centered. Primary focus is on the skills shown by five years of research to be directly linked to superior management performance. Most of the training occurs on the job.

Contact: Director of Administration
Institute for Management Competency
American Management Associations
135 West 50th Street
New York, NY 10020

(212) 903-7961

3. American Women's Economic Development Corporation (AWED) -
New York, New York

Type of Assistance: Management, technical, education, networking

Description: AWED is a nonprofit corporation which was created to assist women to realize their fullest business potential. It is partially underwritten by the U.S. Small Business Administration and a variety of private companies and foundations. Among its services are personal and telephone counseling on business problems; training programs that teach practical information on starting, building and managing businesses; Chief Executive Roundtables for women interested in expanding multimillion dollar businesses; and peer group support through American Women Entrepreneurs, which is a network of over 20,000 women in business.

Content: American Women's Economic Development Corporation
The Lincoln Building
60 E 42nd Street
New York, NY 10165

(212) 692-9100

4. The Caruth Institute of Owner-Managed Business - Dallas, Texas

Type of Assistance: Education, materials development

Description: The Caruth Institute of Owner-Managed Business offers two comprehensive training programs: Entrepreneurship I - Starting a Business, geared for potential entrepreneurs; and Entrepreneurship III - Managing the Owner-Managed Business, geared for existing entrepreneurs. A major publication written by the course instructors, John A. Walsh and Jerry F. White, is entitled The Entrepreneur's Master Planning Guide.

Contact: The Caruth Institute of Owner-Managed Business
Edwin L. Cox School of Business
Southern Methodist University
Dallas, TX 75275

(214) 692-3326

5. Center for Apparel Marketing and Merchandising (CAMM) - Oklahoma State University, Stillwater

Type of Assistance: Education, research, materials development, networking, information

Description: CAMM is an organization operating under the auspices of the University Extension Program at Oklahoma State University. The Center provides educational assistance for owners/managers of existing apparel stores and for adults interested in opening their own stores. The center provides (1) retailer workshops, seminars and consultations conducted in Regional Apparel Markets across the country; (2) learning materials for apparel shop entrepreneurs and potential entrepreneurs such as the Learning Guide and Business Plan and How to Open Your Own Clothing Store; and (3) a membership program including quarterly newsletters, an annual research report, and financial analysis reports for individual stores. The Center staff includes faculty from the clothing, textiles and merchandising department in the College of Home Economics as well as graduate research assistants with experience in retailing and store ownership/management.

Contact: Dr. Kathryn M. Greenwood, Director
Center for Apparel Marketing and Merchandising
Oklahoma State University
HEW 306
Stillwater, OK 74078

(405) 624-7469

6. Furber, Theodore K., Attorney-at-Law - Minneapolis, Minnesota

Type of Assistance: Legal counsel

Description: Theodore K. Furber, attorney, is engaged in the general civil practice of law in downtown Minneapolis, serving the legal needs of growing businesses, emerging businesses, and entrepreneurs on a local, national, and international level. Emphasis is on business, international, corporate securities, tax and licensing legal matters. Mr. Furber is actively engaged in cooperative community, state, and national programs promoting small business development and growth, such as the Minnesota World Trade Association, Greater Minneapolis Chamber of Commerce, Minnesota Entrepreneurs Club (See Appendix B, Model Program # 15), German/American Business Roundtable, Pacific Basin Advisory Council, Governor's Task Force on Relations with China, and the Minnesota World Trade Center Commission. Mr. Furber is also available to assist other communities/states in initiating entrepreneurship clubs.

Contact: Theodore K. Furber, Esq.
Attorney-at-Law
O'Connor and Hannan
3800 IDS Tower
80 S. 8th Street
Minneapolis, MN 55402

(612) 341-3800
29-0584 MEVBTC MPS (Telex)

7. Insurance Information Institute (III) - New York, New York

Type of Assistance: Education, research, information

Description: The Insurance Information Institute is a nonprofit educational, fact-finding and communications organization dedicated to improving public understanding of the property and casualty insurance business. It is supported by more than 300 insurance companies and provides public relations and communications services to other insurance organizations. The Institute assists consumers directly, conducts research and surveys, works closely with educators and provides strategic planning aids for insurers. Institute functions are divided among seven divisions: Media Relations; Publications, Advertising and Marketing; Planning and Issues Analysis; Consumer Affairs and Education; Field Services, Finance and Administration; and Subscriber Services. The Consumer Affairs and Education Division works closely with secondary and college-level schools in the areas of curriculum development, course materials and teacher assistance. In addition, III provides a toll-free hotline for insurance consumers who have questions concerning car, home and business insurance.

See Appendix A for a review of selected III educational materials on risk management and business insurance.

Contact: Insurance Information Institute
110 William Street
New York, NY 10038

(212) 669-9200
(800) 221-4954 (HOTLINE)
(212) 669-9200 (Call collect in New York)

8. Management Development Center - Lansing Community College, Lansing, Michigan

Type of Assistance: Information, education, resources

Description: The Management Development Center is sponsored by the Management and Marketing Department of Lansing Community College and offers a series of seminars for credit. It also has available the T.I.M.E. Series (Total Instruction in Management Effectiveness) which is a self-paced course.

Contact: Management Development Center
Lansing Community College
419 N. Capitol Avenue
Lansing, MI 48901

(517) 483-1578

9. National Association of Black Women Entrepreneurs (NABWE) - Detroit, Michigan

Type of Assistance: Networking, professional affiliation, advocacy, resources, education

Description: NABWE is a network of Black women who own and operate their own business enterprises and women who are interested in learning more about the business world. Members are encouraged to do business with one another and to provide assistance and the opportunity to share resources and information needed to create, expand and manage a new growth-oriented enterprise.

The association also provides a forum for discussing issues and experiences related to economic development and lobbies for legislation which would benefit Black economic development. NABWE publishes a quarterly newsletter and conducts workshops and seminars on economic development, management training, technical assistance, financing and related learning opportunities that enable entrepreneurs to compete more effectively in the business world.

Contact: National Association of Black Women Entrepreneurs
P. O. Box 1375
Detroit, MI 48231

(313) 963-8767

10. National Association of Manufacturers (NAM): Associations Council - Washington, DC

Type of Assistance: Advocacy, networking, affiliation

Description: The NAM Associations Council is a Washington-based organization that focuses on the specific concerns and needs of the manufacturing trade association community. Through the Associations Council, associations with like purposes work with NAM to meet mutual objectives effectively and economically with regard to legislative and regulatory issues, management techniques, and public affairs programs. Over 120 associations, representing more than 1800 association executives and 30,000 manufacturers, have already joined together to create a strong, effective team. Publications include Reports, Briefing, Perspective, Guidelines for Action, and a feature magazine entitled Enterprise.

Contact: National Association of Manufacturers
1776 F. Street, NW
Washington, DC 20006

(202) 626-3700

11. National Association of Minority Contractors (NAMC) - Washington, DC

Type of Assistance: Professional affiliation, advocacy, information

Description: The National Association of Minority Contractors is a full-service, nonprofit membership association representing minority contractors in 34 states, the District of Columbia, and the Virgin Islands. It was established in 1969 to address the needs of minority contractors nationally.

Contact: National Association of Minority Contractors
318 Massachusetts Avenue, NE
Capitol Hill
Washington, DC 20002

(202) 347-8259

12. National Association of Women Business Owners (NAWBO) - Chicago, Illinois

Type of Assistance: Networking, information, education, advocacy, professional affiliation

Description: NAWBO was established to serve the needs of women in business. The Association provides workshops and seminars for management training, technical assistance and related learning opportunities, as well as offers valuable networking opportunities. It also provides a discussion forum, develops and lobbies for legislation which benefits women-owned business, and works to improve economic opportunities for women. Chapters of NAWBO are governed at the local level and may offer newsletters, membership directories, quarterly meetings, business resource seminars and a speakers' bureau.

Contact: National Association of Women Business Owners
500 Michigan Avenue
Chicago, IL 60611

(312) 661-1700

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13. National Federation of Independent Business Research and Education Foundation (NFIB) - San Mateo, California

Type of Assistance: Information, advocacy, education, research

Description: NFIB is a membership organization for approximately one-half million small business managers and owners; it provides information and educational materials based on research and the monitoring of political action regarding small business. It currently employs 23 full-time state lobbyists and has a state representative in every state capital. NFIB has an educational division which creates classroom educational materials. Faculty Associates is the organization within NFIB which services educators.

Contact: NFIB
Research and Education Foundation
150 W. 29th Avenue
San Mateo, CA 94403

14. National Network of Hispanic Professional Services Firms - Rockville, Maryland

Type of Assistance: Advocacy, information, networking

Description: The National Network of Hispanic Professional Services Firms is a national membership organization created to further Hispanic business interests. The Network serves as a clearinghouse for information and legislation to expand their business base.

Contact: National Network of Hispanic Professional Services Firms
527 West Montgomery Avenue
Rockville, MD 20850

(301) 340-9817

15. The Owner-Managed Business Center, Inc. (OMBC) - Richardson, Texas

Type of Assistance: Technical, management

Description: OMBC was founded to meet the increasing needs for practical, down-to-earth solutions to the problems of growth and profitability in business. A training team of well-educated successful business owners is available through the Center to provide management training, alternative specialty staff, specialized workshops and presentations, and instructor training for business. Publications available through the Center are: Administering the Closely-Held Company, The Entrepreneur's Master Planning Guide, and financial training resources entitled That's Business which include books, films, video-cassettes and study guides.

Contact: The Owner-Managed Business Center, Inc.
725 South Central Expressway, # B-12
Richardson, TX 75080

(214) 669-1627

16. University Business Assistance Center of Oklahoma -
East Central State University, Ada, Oklahoma

Type of Assistance: Management, technical, information

Description: The purpose of the Center is to assist in stabilizing and expanding the economic base of Oklahoma through improved technical service delivery to new and existing enterprises. Primary emphasis is on job-producing, job-expanding, and job-saving activities. The Center provides management counseling and technical assistance to small businessmen in every aspect of a firm's inception, development, and expansion, and engages in specialized research to determine the market and general feasibility of new products using existing resources.

Contact: University Business Assistance
Center of Oklahoma
East Central State University
Ada, OK 74820

(405) 436-2422

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17. Urban Business Assistance Corporation (UBAC) - New York, New York

Type of Assistance: Consulting, technical, management, education

Description: UBAC is a privately funded, not-for-profit organization affiliated with New York University which serves small businesses owned by minorities and women. Since 1969 UBAC has provided business guidance to small business owners in the New York area, with the goal of improving their financial position and growth potential. UBAC offers comprehensive business aid on a wide range of topics and consulting in such areas as accounting, finance, sales and marketing, management, and information systems. UBAC also offers a certificate program in Small Business Management.

Contact: Urban Business Assistance Corporation
100 Trinity Place
Room 603
New York, NY 10006

(212) 285-6090

18. Volunteer Urban Consulting Group, Inc. (VUCG) - New York, New York

Type of Assistance: Consulting, management assistance

Description: The Volunteer Urban Consulting Group was formed in 1969 by the Harvard Business School Club of New York. Its initial focus was minority economic development. In 1973, VUCG expanded its services to nonprofit organizations, and in 1975 to municipal agencies and arts and cultural organizations. Funding comes from private and corporate contributions as well as from public sources. VUCG has a full-time staff as well as access to several hundred volunteer experts in various areas depending upon the needs of its clients and attributes much of its success to the ability to match client needs and consultants. VUCG is constantly improving, updating and expanding its services to meet the current needs of the organizations it serves.

Contact: Volunteer Urban Consulting Group, Inc.
24 West 40th Street
New York, NY 10018

(212) 869-0800

DEVELOPMENT OF THE ECONOMIC ENVIRONMENT

1. American Enterprise Institute for Public Policy Research (AEI) - Washington, DC

Type of Assistance: Research, information

Description: The American Enterprise Institute for Public Policy Research is a nonpartisan, nonprofit, publicly supported research and educational institution based in Washington, DC, with academic outreach programs throughout the world. It is dedicated to the principle that the competition of ideas is fundamental to a free society. The Institute strives to be a marketplace of ideas where scholars, public officials, business leaders, journalists and others are offered a free and open forum to debate the vital issues of public policy.

AEI's programs consist of Economic Policy Studies, Education Policy, Energy Policy, Fiscal Policy, Government Regulation, Health Policy, International Programs, Legal Policy Studies, National Defense Studies, Political and Social Processes, and Regional/Philosophy/Public Policy. Current special activities include the Center for Hemispheric Studies, Competing in a Changing World Economy Project, Legislative Analyses, Neighborhood Revitalization Project, and Academic Outreach.

Associates of AEI receive the following publications: The AEI Economist (a monthly newsletter), Public Opinion (a bimonthly magazine), and Regulation: The AEI Journal on Government and Society (a bimonthly magazine). A complete listing of publications available through AEI can be obtained at the address below.

Contact: American Enterprise Institute for Public Policy Research
1150 Seventeenth Street, NW
Washington, DC 20036

(202) 862-5800
(800) 424-2873

2. Chamber of Commerce of the United States - Washington, DC

Type of Assistance: Information, resources, materials development, affiliation, advocacy, networking

Description: In 1983, the total membership of businesses and organizations in the Chamber was 227,400. The membership includes local, state, and international Chambers, businesses, and trade and professional associations. The Chamber is active in advocacy pursuits for business; the production of educational materials for various audiences; publication of The Nation's Business and the Washington Report; video conferencing through its Biz Net network; and sponsorship of educational programs through the Center for Leadership Development, the Corporate Executive Development Program, and Institutes for Organization Management. The influence of the Chamber is widespread and its activities touch many sectors of society.

Contact: Chamber of Commerce of the United States
1615 H Street, NW
Washington, DC 20062

(301) 468-5128

3. Corporation for Enterprise Development (CfED) - Washington, DC

Type of Assistance: Research, information, resources, materials development, advocacy

Description: CfED is a national nonprofit organization exclusively devoted to the research, development and dissemination of entrepreneurial policy initiatives at the local, state and federal levels. Its programs reduce unemployment by stimulating enterprise development, particularly in poor communities and neglected market sectors. As the U.S. link in the Local Employment Inititatives Project of the Organization for Economic Corporation and Development (OECD's) , CfED is part of a 16-nation effort to facilitate the international exchange and development of job creation and enterprise development strategies. CfED is currently conducting a state policy demonstration project for the Governors of Michigan, Ohio, and South Carolina in cooperation with the Council for State Planning Agencies entitled "State Entrepreneurial Economic Strategy Development and Demonstration Project (SEEDS)." CfED is also involved in the "HUB Program on Women's Enterprise." The Entrepreneurial Economy is a monthly newsletter produced by CfED.

Contact: Corporation for Enterprise Development
1211 Connecticut Ave, NW
Suite 710A
Washington, DC 20036

(202) 293-7963

4. Council of State Community Affairs Agencies (COSCAA) - Washington, DC

Type of Assistance: Executive-level advisory

Description: COSCAA is a national organization representing state executive-level agencies responsible for a variety of local assistance functions in community development, housing, economic development, planning and management assistance.

Contact: Council of State Community Affairs Agencies
444 North Capitol Street
Washington, DC 20001

5. Council of State Planning Agencies - Washington, DC

Type of Assistance: Executive-level advisory, advocacy

Description: The Council of State Planning Agencies is a membership organization comprised of policy and planning executives of the nation's Governors' offices. Through its publications, seminars, and direct assistance to individual states, the Council provides intellectual leadership to the states on a wide spectrum of policy and technical matters, particularly those bearing on the development of the American economy.

Contact: Council of State Planning Agencies
Hall of the States
400 North Capitol Street, NW
Suite 291
Washington, DC 20001

(202) 624-5386

6. Minority Business Opportunity Committee (MBOC) - Honolulu, Hawaii

Type of Assistance: Information, education/training, procurement

Description: Minority Business Opportunity Committees were established in 1970 as standing committees of each of the Federal Executive Boards, which are made up of the senior officials of Federal agencies in each locality. They exist in many cities and states and their structure and programs will vary according to local needs or priorities. MBOCs are responsible for supporting and implementing the national minority enterprise programs within the Federal Government. In general, MBOC activities are oriented toward establishing and advancing programs within the government and private sector which improve the availability of: procurement opportunities, bonding and financing, education and training, technical advice and other business resources. The Minority Business Development Agency has been designated as the "lead agency" for MBOCs.

Contact: Minority Business Opportunity Committee
Honolulu - Pacific Federal Executive Board
300 Ala Moana Blvd
Box 50268
Honolulu, HI 96850

(808) 546-2196

7. National Association for the Self-Employed (NASE) - Hurst, Texas

Type of Assistance: Information, advocacy, education

Description: NASE is an organization registered and certified to operate in all fifty states. It is organized to provide professional guidance and economic benefits for small business enterprises. The primary goal of the Association is to foster an environment where self-employed business people can flourish. Services available are: (a) information about federal legislation that affects small business; (b) an organized lobbying effort; (c) professional guidance and educational seminars; (d) the NASE newsletter Profitline; and (e) certain insurance and retirement benefits, discounts, etc.

Contact: National Association for the Self-Employed
National Headquarters
The Woodlands
2121 Precinct Line Road
Hurst, TX 76053

1-800-433-8004

OR

1-800-772-5005 (in Texas)

8. State Job Training and Coordinating Council - Boston, Massachusetts

Type of Assistance: Executive-level advisory

Description: The Massachusetts State Job Training and Coordinating Council is currently made up of 46 representatives from state and local government, education, business and industry who work together under the Job Training Partnership Act to coordinate all efforts in the State of Massachusetts to prepare and place in jobs the JPTA clients as well as unskilled youth, older workers, displaced workers and so on. Massachusetts is in the middle of a four-year plan to develop a comprehensive State employment policy which coordinates all existing state resources to meet employment training and placement goals. Important factors in this plan are that strong Private Industry Councils have been established, a Partnership Center created to provide expert assistance, and cooperative programs established with the Employment Service, Bay State Skills Corporation, Department of Public Welfare, Department of Education, the Executive Office of Communities and Development, the Executive Office of Elder Affairs, and the Massachusetts Rehabilitation Commission.

Contact: Training and Coordinating Council
Hurley Building, 4th Floor
Government Center
Boston, MA 02114

(617) 727-8380

9. State of Illinois Commission for Economic Development - Springfield, Illinois

Type of Assistance: Executive-level advisory

Description: The Commission for Economic Development is a bipartisan permanent legislative agency which provides economic policy guidance to the Governor and the General Assembly. The Commission is composed of State Senators (appointed by the President of the Senate), State Representatives (appointed by the Speaker of the House), and distinguished business and professional leaders (appointed by the Governor). These people serve on a voluntary basis.

Contact: Commission of Economic Development
222 South College
Springfield, IL 62706

(217) 782-2874

10. Western Kansas Manufacturing Association (WKMA) - Dodge City, Kansas

Type of Assistance: Advocacy, information, education

Description: The Western Kansas Manufacturing Association is comprised of 75 active and 80 associate members who are involved in legislation and advocacy activities, making the needs of small business known, at the local, state and national level. In addition, WKMA acts as an educational arm for its members offering numerous seminars throughout the year. WKMA also provides 14 scholarships to vo-tech schools, community colleges, and state universities.

Contact: Western Kansas Manufacturing Association
1700 E. Wyatt Earp Blvd
P. O. Box 1382
Dodge City, KS 67801

(316) 227-8082

APPENDIX E_1

COUNCIL FOR EDUCATIONAL DEVELOPMENT AND RESEARCH MEMBER-INSTITUTIONS

CEDaR Member-Institutions

Appalachia Educational Laboratory
Terry L. Eidell, Executive Director
P. O. Box 1348
Charleston, WV 25325
(304) 347-0400

Center for Educational Policy and Management
Robert H. Mattson, Director
College of Education
University of Oregon
Eugene, OR 94703
(503) 686-5173

Center for Social Organization of Schools
Edward McDill, James McPartland,
Co-directors
Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
(301) 366-3582

Center for the Study of Evaluation
Eva L. Baker, Director
UCLA Graduate School of Education
145 Moore Hall
Los Angeles, CA 90024
(213) 825-4711

Far West Laboratory for Educational
Research and Development
William Spady, Director
1855 Folsom Street
San Francisco, CA 94103
(415) 656-3000

Institute for Research on Educational
Finance and Governance
Henry M. Levin, Director
CERAS Building
School of Education
Stanford University
Stanford, CA 94305
(415) 497-1901

Mid-Continent Regional Educational
Laboratory
Lawrence Hutchins, Executive Director
4709 Belleview Avenue
Kansas City, MO 64112
(816) 756-2401

OR

2600 South Parker Road
Building 5, Suite 353
Aurora, CO 80014
(303) 337-0990

CEDaR Member-Institutions

National Center for Research in Vocational Education
Robert E. Taylor, Executive Director
Ohio State University
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

The NETWORK, Inc.
David Crandall, Executive Director
290 South Main Street
Andover, MA 01810
(617) 470-1080

Northwest Regional Educational Laboratory
Robert R. Rath, Executive Director
300 S.W. Sixth Avenue
Portland, OR 97204
(503) 248-6800

Research for Better Schools
John E. Hopkins, Executive Director
444 North Third Street
Philadelphia, PA 19123
(215) 574-9300

Research and Development Center for Teacher Education
Gene Hall, Director
Education Annex 3.203
University of Texas at Austin
Austin, TX 78712
(512) 471-1343

Southwest Educational Development Laboratory
Preston C. Kronkosky, Executive Director
211 East Seventh Street
Austin, TX 78701
(512) 476-6861

SWRL Educational Research and Development
Richard E. Schutz, Executive Director
4665 Lampson Avenue
Los Alamitos, CA 90720
(213) 598-7661

Council for Education Development and Research
E. Joseph Schneider
Executive Director
1518 K Street, N.W., Suite 206
Washington, DC 20005
(202) 638-3193

APPENDIX E_2

4-H: LISTING OF STATE LAND-GRANT UNIVERSITIES

4-H: LISTING OF STATE LAND-GRANT UNIVERSITIES

Cooperative Extension Service
Auburn University
Auburn, AL 36830

Cooperative Extension Service
University of Alaska
Fairbanks, AL 99701

Cooperative Extension Service
University of Arizona
Tucson, AZ 85721

Cooperative Extension Service
P. O. Box 391
Little Rock, AR 72203

Cooperative Extension Service
University of California
2200 University Avenue
Berkeley, CA 94720

Cooperative Extension Service
Colorado State University
Fort Collins, CO 80521

Cooperative Extension Service
University of Connecticut
Storrs, CT 06268

Cooperative Extension Service
University of Delaware
Newark, DE 19711

Cooperative Extension Service
Federal City College and
Washington Technical Institute
1331 H St, NW
Washington, DC 20005

Cooperative Extension Service
University of Florida
Gainesville, FL 32601

Cooperative Extension Service
University of Georgia
Athens, GA 30601

Cooperative Extension Service
University of Guam
P. O. Box EK
Agana, Guam 96910

Cooperative Extension Service
University of Hawaii
Honolulu, HI 96822

Cooperative Extension Service
University of Idaho
Morrill Hall
Moscow, ID 83843

Cooperative Extension Service
University of Illinois
Urbana, IL 61801

Cooperative Extension Service
Purdue University
Lafayette, IN 47907

Cooperative Extension Service
Iowa State University
Ames, IA 50010

Cooperative Extension Service
Kansas State University
Manhattan, KS 66506

Cooperative Extension Service
University of Kentucky
Lexington, KY 40506

Cooperative Extension Service
Louisiana State University
Baton Rouge, LA 70803

Cooperative Extension Service
University of Maine
Orono, ME 04473

Cooperative Extension Service
University of Maryland
College Park, MD 20742

4-H: LISTING OF STATE LAND-GRANT UNIVERSITIES

Cooperative Extension Service
University of Massachusetts
Amherst, MA 01002

Cooperative Extension Service
Michigan State University
East Lansing, MI 48823

Cooperative Extension Service
University of Minnesota
St. Paul, MN 55101

Cooperative Extension Service
Mississippi State University
Mississippi State, MS 39762

Cooperative Extension Service
University of Missouri
309 University Hall
Columbia, MO 65201

Cooperative Extension Service
Montana State University
Bozeman, MT 59715

Cooperative Extension Service
University of Nebraska
Lincoln, NE 68503

Cooperative Extension Service
University of Nevada
Reno, NV 89507

Cooperative Extension Service
University of New Hampshire
Taylor Hall
Durham, NH 03824

Cooperative Extension Service
Rutgers - The State University
P. O. Box 231
New Brunswick, NJ 08903

Cooperative Extension Service
New Mexico State University
Las Cruces, NM 88001

Cooperative Extension Service
N.Y. State College of Agriculture
Ithaca, NY 14853

Cooperative Extension Service
North Carolina State University
Raleigh, NC 27607

Cooperative Extension Service
North Dakota State University
Fargo, ND 58102

Cooperative Extension Service
Ohio State University
2120 Fyffe Road
Columbus, OH 43210

Cooperative Extension Service
Oklahoma State University
Stillwater, OK 74078

Cooperative Extension Service
Oregon State University
Corvallis, OR 97331

Cooperative Extension Service
The Pennsylvania State University
University Park, PA 16802

Cooperative Extension Service
University of Puerto Rico
Rio Piedras, PR 00928

Cooperative Extension Service
University of Rhode Island
Kingston, RI 02881

Cooperative Extension Service
Clemson University
Clemson, SC 29631

Cooperative Extension Service
South Dakota State University
Brookings, SD 57006

4-H: LISTING OF STATE LAND-GRANT UNIVERSITIES

Cooperative Extension Service
University of Tennessee
Knoxville, TN 37901

Cooperative Extension Service
Texas A & M University
College Station, TX 77843

Cooperative Extension Service
Utah State University
Logan, UT 84321

Cooperative Extension Service
University of Vermont
Burlington, VT 05401

Cooperative Extension Service
Virginia Polytechnic Institute
and State University
Blacksburg, VA 24061

Cooperative Extension Service
P. O. Box L
Kingshill
St. Croix, VI 00850

Cooperative Extension Service
Washington State University
Pullman, WA 99163

Cooperative Extension Service
West Virginia University
294 Coliseum
Morgantown, WV 26506

Cooperative Extension Service
University of Wisconsin
432 North Lake Street
Madison, WI 53706

Cooperative Extension Service
University of Wyoming
Box 3354
University Station
Laramie, WY 82070

APPENDIX E_3

JOINT COUNCIL ON ECONOMIC EDUCATION: DIRECTORY OF AFFILIATED COUNCILS AND CENTERS/MEMBERS OF THE NATIONAL ASSOCIATION OF ECONOMIC EDUCATORS

The Joint Council is an independent nonprofit, nonpartisan, educational organization incorporated in 1949 to encourage, improve, coordinate and service the economic education movement.

The Joint Council's principal medium for expanding and improving economic education is a network of 50 state Affiliated Councils and 256 Centers for Economic Education operating at colleges and universities.

This Directory of Affiliated Councils and Centers contains all the members of the National Association of Economic Educators (NAEE), Associates and Assistants, Joint Council staff and regional representatives.

Any changes or additions to the Directory should be sent to: Joint Council on Economic Education, Public Information Department, 2 Park Avenue, New York, New York 10016. (212) 685-5499.

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ALABAMA Alabama Council on Economic Education	Executive Director Dr. Ed Everett Caradine (205) 348-6080	**University of Alabama** School of Commerce Post Office Box J **University,** Alabama 35486
Center for Business/ Economic Education	Director: Prof. Lester H. Hollans (205) 870-2801	**Samford University** 800 Lakeshore Drive **Birmingham,** Alabama 35229
Center for Economic Education	Director: Dr. A.K. Barakeh (205) 460-7171	**University of South Alabama** Department of Economics & Finance University Boulevard **Mobile,** Alabama 36688
Center for Economic Education	Interim Director: Dr. Ed Everett Caradine (205) 348-6080	**University of Alabama** School of Commerce Post Office Box J **University,** Alabama 35486
ALASKA Alaska Council on Economic Education	Executive Director: Ms. Monica E. Thomas (907) 474-6520 (907) 474-7119	**University of Alaska at Fairbanks** School of Management Department of Economics 314 Chandalar Ave. S. **Fairbanks,** Alaska 99701
Center for Economic Education	Director: Ms. Monica E. Thomas (907) 474-6520	**University of Alaska at Fairbanks** School of Management Department of Economics 314 Chandalar Ave. S. **Fairbanks,** Alaska 99701
ARIZONA Arizona Council on Economic Education	Executive Director: Dr. Gerald J. Swanson Associate Director: Dr. Ruth G. Cooper (602) 621-5357 (602) 621-5256	**The University of Arizona** 1130 E. Helen Street **Tucson,** Arizona 85719
Center for Economic Education	Director: Dr. William S. Svoboda (602) 965-6062	**Arizona State University** College of Education 209 Payne Building **Tempe,** Arizona 85287
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104 Burton Hall
Minneapolis, Minnesota 55455
(612) 373-9880

Robert F. Smith
Louisiana State University
College of Business Administration
Room 2134 CEBA
Baton Rouge, Louisiana 70803
(504) 388-6611

APPENDIX E_4

AMERICAN VOCATIONAL ASSOCIATION:

SELECTED MATERIALS AND ORDER BLANK

A Bountiful New Crop of AVA Resources to Help You in Key Areas.

Private Sector Partnerships

New this fall. . . .
Two AVA products to help you build
partnerships between vocational education programs
and business and industry in your community

A Working Partnership
American Vocational Association
RESOURCE KIT

·Information Briefs
·Promotional Flyer
·Press Releases
·Editorial
·Window Sign
·Slides/Script
·Certificate Recognition

AVA Resource Kit
Vocational Education and Business: A Working Partnership

A newly-developed packet containing a series of materials to help you work more effectively with business in your community. This valuable information-packed resource is right in tune with the new push to build creative partnerships with business and industry. The kit includes:

- Five practical, four-page information briefs, providing nuts and bolts facts on: "Effective Vocational Advisory Councils"; "Coordinating a Curriculum Review"; "Vocational Education/Business Partnerships that Work" and "A Private Sector Look at Education."
- A set of 16 attractive color slides with script for use in making the case concerning the value of partnerships. Script is locally adaptable, and may be supplemented with your own slides and facts.
- Set of 10 information-packed flyers, focusing on the benefits to be gained from partnerships. This attractive hand-out, designed to use with a personal presentation, explains the various types of cooperative arrangements possible. (Can also be purchased separately in bulk.)
- Materials outlining steps to follow to qualify for a new certificate recognition to be offered by AVA to programs whose curriculum has been reviewed and approved by their local advisory committees.
- Set of 10 small window signs for distribution to businesses who are working with vocational education programs. Sign reads, "We support vocational education." (Bulk quantities available.)
- A set of model press releases that can be adapted for use in publicizing special events involving business and industry.
- A sample editorial that can be submitted for publication in your local newspaper.

#PR-30 *$40*

Pre-Publication Special Offer Reserve your copy today and save. Orders will be mailed in December 1983.

AVA 1984 Yearbook
Collaboration: Vocational Education and the Private Sector

Because of the complexity of our changing economy, education needs assistance from the private sector to develop programs in tune with workplace needs. The 1984 Yearbook Advisory Committee took a broad and forward approach in their planning of this book, taking care to include philosophical, economic, political and other societal factors that affect joint efforts of the employment community and education. This latest in AVA's popular annual series is a thorough and sincere effort to present contemporary ideas, facts and beliefs from noted experts in the field about collaboration, an issue drawing enormous attention today in the vocational educational community and on a national level. The impact of the recently enacted Job Training Partnership Act and the reauthorization of the Vocational Education Act on collaboration are also covered. This yearbook puts a lot of issues in perspective. You'll want to make it part of your personal library.

Hardback #01984	*$18*
Paperback #P1984	*$10*

Vocational Education in the Comprehensive High School

AVA offers a series of materials on one of the hottest topics on today's education agenda.

Assessing the Needs

By Henry David, 1983

A well-known educational researcher and author summarizes and gives some insightful perspective on the future of vocational education in the comprehensive high school based on hearing papers presented at an American Vocational Association Board of Directors hearing on the subject. This paper capsulizes innovative approaches and techniques presented by hearing speakers on how to address challenges facing vocational education in this setting. Directors of comprehensive high school programs in vocational education will find this paper a useful resource in program planning.

#10283 *$7*

An Agenda for Improvement

This action-oriented publication offers a series of guiding principles for developing strong vocational education programs in the comprehensive high school. Conclusions are drawn from presentations made by leading educators at a conference on the topic sponsored by AVA. The publication includes a comprehensive series of recommendations for actions that will result in improvement in vocational education programs in this setting. A must for any educator who is concerned about making vocational education in the comprehensive high school more effective and relevant to the needs of students and employers.

#10383 *$8*

Making the Case for Excellence

Four articles, taken from the popular Executive Directions series written by AVA Executive Director Gene Bottoms and originally published in the association's journal *VocEd*, set forth a pro-active agenda for educators to follow in responding to the mandate for excellence in secondary education. These columns look at the impact of technology and other societal changes on program planning and provide concrete ideas for implementing change. The series is an excellent resource to use as background information for local industry, school boards, in community forums and with other audiences who need to become more aware of vocational education's needs and possible new directions for programs in the comprehensive high school.

Articles are available in an attractive, presentation quality form in bound sets of four or individually, in quantities of 100 copies or more.

Series Titles:		
"Strengthening Technological Innovation"		*#10583*
"No Quick Fix Can Lead to Excellence"		*#10683*
"Quality Takes Commitment and Direction"		*#10783*
"Voc Ed Belongs on the National Agenda for Excellence"		*#10883*
Bulk orders of individual titles		*$10 per 100*
Sets of all four reprints	*#10483*	*$30 per 100*

Facts and Figures

A useful two-page overview of facts about vocational education programs in the comprehensive high school setting. Includes information on enrollment, funding, teacher requirements, placement of students, student organizations and economic benefits. Useful as background material for school boards, press, industry, community groups and others who need information about programs.

#FA-04 *$10 per 100. Minimum order of 100.*

Changing Nature of Work

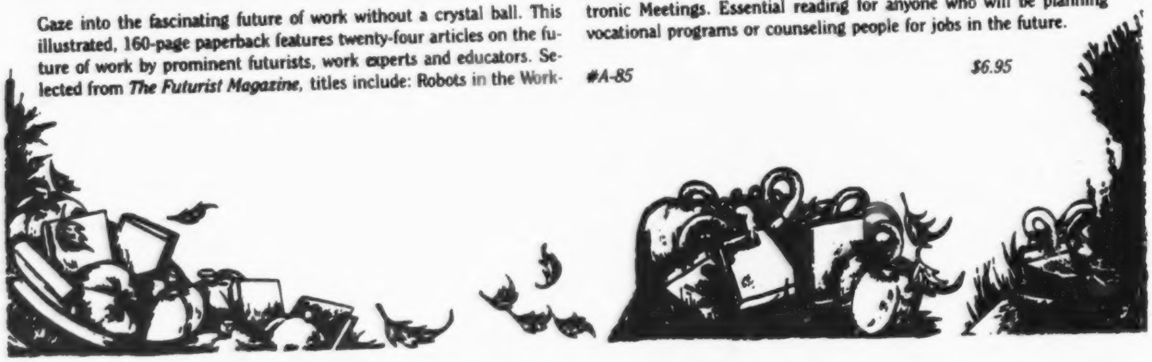
Stimulating material about workplace changes.

Careers Tomorrow: The Outlook for Work in a Changing World

Edited by Edward Cornish, 1983, World Future Society.

Gaze into the fascinating future of work without a crystal ball. This illustrated, 160-page paperback features twenty-four articles on the future of work by prominent futurists, work experts and educators. Selected from *The Futurist Magazine*, titles include: Robots in the Workplace, Careers with a Future: Where the Jobs Will be in the 1990s; The Great Depression of the 1980s: How it Might Begin; Disappearing Jobs: The Impact of Computers; How Microelectronics May Change the Workplace, A Guide to Computer Shopping; the Electronic Office and Electronic Meetings. Essential reading for anyone who will be planning vocational programs or counseling people for jobs in the future.

#A-85 *$6.95*



Apprenticeship

Outstanding materials to help vocational educators enhance their ability to offer related instruction for apprenticeship programs.

Apprentice Core Modules

Developed by Conserva, Inc., with funding from the Office of Vocational and Adult Education, U.S. Department of Education, 1983.

Designed for use in the first and second years of apprenticeship related subjects training, these ten self-instructional, self-paced modules are suitable for either instructor-supervised or independent study arrangements. The series emphasizes the principles, concepts and information that apprentices must know and use in areas such as mathematics, safety, physical science and communication skills. Illustrations and applied examples amplify written materials. Self-tests are included to prove mastery of the subject matter in each section. For any instructor who needs good materials for related apprenticeship training.

Titles include:
A Basic Core Curriculum, #A-60; Introduction to Apprenticeship, #A-61; Basic Mathematics, #A-62; Basic Safety I, #A-63; Basic Safety II, #A-64; Basic Measurement, #A-65; Sketching, Drawing and Blueprint Reading, #A-66; Basic Physical Science, #A-67; Working in Organizations, #A-68; Interpersonal Skills and Communication, #A-69 and complete set, #A-70; $5 per module; $45 for complete set.

Instructor Training Modules

Developed by Conserva, Inc., with funding from the Office of Vocational and Adult Education, U.S. Department of Education, 1983.

A series of teaching materials designed to help vocational instructors learn how to give apprentices the theoretical and technical knowledge base they need. These ten self-instructional, self-paced modules comprise an instructional system for preservice and inservice staff development. The materials are written to train related subjects instructors in the critical teaching skills necessary.

Titles include:
Introduction to Related Subjects Instruction and In-Service Training Materials, #A-71; Planning the Apprenticeship Program, #A-72; Planning Related Subjects Instruction, #A-73; Developing Instructional Materials for Apprentices, #A-74; Presenting Information to Apprentices, #A-75; Directing Learning Activities for Instruction, #A-76; Providing for Individual Learner Needs, #A-77; Controlling Instructional Settings, #A-78; Evaluating Apprentice Performance, #A-79; Communicating with Apprentices, #A-80 and complete set, #A-81; $5 per module; $45 for complete set.

Beginning Teaching

Help for the difficult challenges faced by new teachers.

Learning How to Teach

By David Goetsch, 1983

Although part-time technical teachers are usually experts in their own fields, they are often unskilled in the techniques and principles necessary to be good teachers. This 110-page book, comprised of four self-paced learning modules, is designed for these new teachers. Units cover the most effective teaching techniques recognized by the profession, and allow new instructors to gain practical insights and skills in just over 12 hours. Self-tests and activities designed to demonstrate practical applications of the concepts introduced are included for each module. Use it as part of your new teacher orientation program, the basis of a course for technical experts in your community who want to teach seminars or classes on their own, or a reference guide to develop your own teacher education program.

#10183 *$15*

The Vocational Instructor's Survival Guide

By David Goetsch, 1982, originally developed for the State of Florida Department of Education.

Teaching responsibilities go far beyond classroom instruction. This guide offers help to beginning instructors for carrying out all the other duties standard textbooks seldom cover. This book helps instructors rise to the challenges of student recruitment, placement and follow-up responsibilities with scores of suggested strategies, techniques and approaches for improving effectiveness in these critical areas. Developing contacts with the business community is an important focus. Sample materials applicable to every vocational area are included. An appendix has sample letters, forms, checklists. Practicing and prospective vocational instructors in every field will find this book an important resource.

#11083 *$12*

Enterpreneurship

Valuable resources for a growing aspect of all vocational education programs.

A Teacher's Guide for Entrepreneurship Instruction

By Vivien Ely, 1983

This comprehensive guide to entrepreneurship instruction identifies appropriate entrepreneurship concepts for introduction to students from elementary school age through adult levels and gives detailed help for offering appropriate instruction. It stresses specific preparation skills required for embarking on a entrepreneurial career and shows how to plan appropriate instruction for each instructional level. A suggested teaching outline for a 16-unit entrepreneurial course is a detailed blueprint for carrying out a workable instructional program. An extensive guide to good resource materials and contacts is another valuable feature.

#10983 *$15*

Entrepreneurship Training Components (ETC)

Developed by American Institutes for Research with funding from the Office of Vocational and Adult Education, U.S. Department of Education, 1981.

As more people venture out as entrepreneurs, the demand for more and better training courses is rising. ETC booklets give students specific, down-to-earth ideas about how they can use their job skills to run their own businesses. Modules are designed for secondary, postsecondary and adult education audiences in seven major vocational education disciplines—agriculture, business and office, health, marketing and distributive, occupational home economics, technical and trade and industrial. Both student and teacher modules are available for each occupation covered. Some introductory materials on entrepreneurship training are also available. (See order form for complete listing of titles.) These comprehensive booklets provide an excellent basis for self-study or course instruction.

Teacher modules—$3 each; Student modules—$6 each;
Complete Set—$200 (all disciplines)

Curriculum Materials

Aids for livening up the curriculum in some key areas.

The Ups and Downs of the Job Search

By Sharon Sperling Connolly, 1983

Here's a great new classroom resource—a game which lends a little levity to the process of planning a job search. As students move across the game board in search of a job, they run into placement counselors, state agencies and others who can help or hinder their search. The game reinforces the need for adequate training and education in order to advance. Useful as part of occupational training programs in service, clerical, medical, creative and manual/machine career areas. Also an innovative addition to any career education class. The first player to go around the game board completely and land on the "winner" space wins the game, and maybe a better chance in the real game of job hunting. Comes with game board and pieces, job information cards and instructions.

#A-82 *$9*

Adult Roles and Functions

Developed with funding from the West Virginia Board of Education, Bureau of Vocational, Technical and Adult Education.

Everything from how to budget for a new baby to how to control weight is covered in this real-life centered course for young people on the realities of assuming adult roles. Designed for use in eleventh and twelfth grade home economics classes, the competency-based, non-laboratory course fills an important educational gap by zeroing in on many of the tasks for which we don't traditionally train students. Seven content areas are covered—Family Relations, Consumer Education, Home Management, Career, Housing, Nutrition and Parenting. A teacher's section with master list of concepts, essential competencies and outcomes, resource list and scheduling suggestions is included. Visual aids, activity suggestions and class exercises complete the training package. Material can be used as the basis for a two-year course in its entirety, or a short-term course made up of selected units. Materials have been extensively field tested, and the program has received national recognition as an outstanding model for teaching students about adult responsibilities.

#A-83 *$20*

Planning for Economic Development

Another outstanding addition to AVA's valuable library of economic development materials.

A Report of Quick-Start Economic Development Programs

By Marcel DuVall, prepared for the Office of Vocational and Adult Education, U.S. Department of Education, 1983.

If your community has been hard-hit by unemployment, a quick start economic development program might be a solution. This report is useful to planners who are interested in attracting new economic ventures and industries. The study, which profiles methods used by twenty states, show that quick-start programs to meet specific employer needs do make a difference. Find out how programs are planned, financed, and coordinated, and what economic impact the activities have had in each state. A useful resource directory of economic development contacts in each state is also included.

#A-84 *$12*

Serving Special Populations

A look at how vocational education and the private sector can work together to improve efforts to train members of minority groups for employment.

Education for Tomorrow's Jobs

Edited by Susan Sherman, National Academy of Science

Findings from a study focusing on collaborative efforts between vocational education and private-sector employers to improve the employability of young people, specifically minority students living in economically depressed areas. The report highlights challenges faced by vocational educators in carrying out this task and makes recommendations for addressing those challenges. The report has implications for program planners and for persons involved in implementing the Job Training Partnership Act. The study was completed by the National Academy's Committee on Vocational Education and Economic Development in Depressed Areas in response to a charge from the U.S. Department of Education.

#A-86 *$10.95*

BEST COPY AVAILABLE

National Vocational Education Week*

Get started early to plan for Vocational Education Week—1984—with these valuable publicity planning aids.

Vocational Education Week '84 Publicity Kit

AVA's popular Publicity Kit has been greatly expanded for 1984. The kit includes everything you'll need to pull off some exciting activities and promotion for Vocational Education Week celebrations in February—sample news releases, public service announcements, proclamations, a message from the President of the United States, a sample editorial and a flyer providing a lively overview of vocational education nationwide. All are based on the theme for Vocational Education Week 1984, "Vocational Education: Creating Partnerships for Excellence". A series of nine tip sheets showing how to plan and carry out a wide range of activities are a major kit component. A planning calendar with suggested activities and a blank calendar with space for writing in local activities will make scheduling easy. A page of handsome clip art, new this year, will help you highlight the theme in your printed materials. Order now so you can start planning your activities early.

#PR-13 *$10*

- **Tip Sheets**
- **Planning Calendar**
- **Clip Art**
- **Sample PSAs**
- **Proclamations**
- **Flyer**

Vocational Education Week Public Relations Guide

AVA's extensive PR guide for Vocational Education Week gives you hundreds of ideas. The how to's of open houses, special events, career fairs, display booths, slide/tape presentations, film festivals, working with newspapers, broadcast media, wire services and more. Suggested copy for radio/TV spot announcements and newspaper articles will make your local public information campaign easy

#10579 *$3.50*

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*Posters, buttons, labels, radio spots, TV slides and other National Vocational Education Week materials with the 1984 theme will be out soon. Order your PR Kit and Guide now, and watch your mail for news about additional promotional items.

ORDERING INFORMATION

Indicate quantity of each item desired on the order form on the opposite page. Total order and subtract discount if applicable. (See discount policy below.)

If you wish to be invoiced, add $2 for handling and enclose an authorizing purchase order. Indicate the purchase order number on the order form.

Please note that you must order at least $10 worth of materials.

Return your form with appropriate payment or purchase order to:

American Vocational Association
2020 North 14th Street
Arlington, VA 22201

Discount Policy:

10–19 copies, 10% off list price
20–99 copies, 20% off list price
100 + copies, 30% off list price

BEST COPY AVAILABLE

ORDER FORM

Name ______________________ Institution/Organization ______________________

Address ______________________

______________________ Purchase Order # ______________________

City State Zip

Qty.	Item	Price
	PRIVATE SECTOR PARTNERSHIPS	
____	Vocational Education and Business: A Working Partnership (AVA Resource Kit) #PR-30	$ 40
____	Set of 10 window stickers. "We support vocational education." #PR-31	$ 4
____	Set of 10 flyers, "Vocational Education and Business: A Working Partnership" #PR-32	$ 5
	1984 AVA Yearbook—Collaboration: Vocational Education and the Private Sector	
____	#01984 (Hardback)	$ 18
____	#P1984 (Paperback)	$ 10
	VOCATIONAL EDUCATION IN THE COMPREHENSIVE HIGH SCHOOL	
____	Assessing the Needs #10283	$ 7
____	An Agenda for Improvement #10383	$ 8
	Making the Case for Excellence	
____	Sets of all four reprints #10483	$ 30/100
____	Strengthening Technological Innovation #10583	$ 10/100
____	No Quick Fix Can Lead to Excellence #10683	$ 10/100
____	Quality Takes Commitment and Direction #10783	$ 10/100
____	VocEd Belongs on the National Agenda for Excellence #10883	$ 10/100
	Facts and Figures	
____	#FA-04 (Minimum order of 100)	$ 10/100
	CHANGING NATURE OF WORK	
____	Careers Tomorrow: The Outlook for Work in a Changing World #A-85	$ 6.95
	APPRENTICESHIP	
	Apprenticeship Core Modules	
____	A Basic Core Curriculum #A-60	$ 5
____	Introduction to Apprenticeship #A-61	$ 5
____	Basic Mathematics #A-62	$ 5
____	Basic Safety I #A-63	$ 5
____	Basic Safety II #A-64	$ 5
____	Basic Measurement #A-65	$ 5
____	Sketching, Drawing and Blueprint Reading #A-66	$ 5
____	Basic Physical Science #A-67	$ 5
____	Working in Organizations #A-68	$ 5
____	Interpersonal Skills and Communication #A-69	$ 5
	Complete Set	
____	#A-70 (Set of 10 Modules)	$ 45
	Instructor Training Modules	
____	Introduction to Related Subjects Instruction and In-Service Training Materials #A-71	$ 5
____	Planning the Apprenticeship Program #A-72	$ 5
____	Planning Related Subjects Instruction #A-73	$ 5
____	Developing Instructional Materials for Apprentices #A-74	$ 5
____	Presenting Information to Apprentices #A-75	$ 5
____	Directing Learning Activities for Instruction #A-76	$ 5
____	Providing for Individual Learner Needs #A-77	$ 5
____	Controlling Instructional Settings #A-78	$ 5
____	Evaluating Apprentice Performance #A-79	$ 5
____	Communicating with Apprentices #A-80	$ 5
	Complete Set	
____	#A-81 (Set of 10 modules)	$ 45
	BEGINNING TEACHING	
____	Learning How to Teach #10183	$ 15
____	The Vocational Instructor's Survival Guide #11083	$ 12

Qty.	Item	Price
	ENTREPRENEURSHIP	
____	A Teacher's Guide for Entrepreneurship Instruction #10983	$ 15
	Entrepreneurship Training Components (ETC)	
	Introductory Materials	
____	A Handbook on Utilization of Entrepreneurship Material for Vocational Education A-87 (#ETC100A)	$ 3
____	Resource Guide for Existing Entrepreneurship Materials A-88 (#ETC100B)	$ 3
	Core Module: Getting Down to Business	
	What's It All About?	
____	Student Module A-89 (#ETC100C1)	$ 6
____	Teacher Module A-90 (#ETC100C2)	$ 3
	Agriculture	
	Dairy Farming	
____	Student Module A-91 (#ETC100D1)	$ 6
____	Teacher Module A-92 (#ETC100D2)	$ 3
	Farm Equipment Repair	
____	Student Module A-93 (#ETC100E1)	$ 6
____	Teacher Module A-94 (#ETC100E2)	$ 3
	Fertilizer & Pesticide Service	
____	Student Module A-95 (#ETC100F1)	$ 6
____	Teacher Module A-96 (#ETC100F2)	$ 3
	Garden Center	
____	Student Module A-97 (#ETC100G1)	$ 6
____	Teacher Module A-98 (#ETC100G2)	$ 3
	Tree Service	
____	Student Module A-99 (#ETC100H1)	$ 6
____	Teacher Module A-100 (#ETC100H2)	$ 3
	Business and Office	
	Answering Service	
____	Student Module A-101 (#ETC100J1)	$ 6
____	Teacher Module A-102 (#ETC100J2)	$ 3
	Bookkeeping Service	
____	Student Module A-103 (#ETC100K1)	$ 6
____	Teacher Module A-104 (#ETC100K2)	$ 3
	Secretarial Service	
____	Student Module A-105 (#ETC100L1)	$ 6
____	Teacher Module A-106 (#ETC100L2)	$ 3
	Software Design Company	
____	Student Module A-107 (#ETC100M1)	$ 6
____	Teacher Module A-108 (#ETC100M2)	$ 3
	Word Processing Service	
____	Student Module A-109 (#ETC100N1)	$ 6
____	Teacher Module A-110 (#ETC100N2)	$ 3
	Health	
	Health Spa	
____	Student Module A-111 (#ETC100P1)	$ 6
____	Teacher Module A-112 (#ETC100P2)	$ 3
	Nursing Service	
____	Student Module A-113 (#ETC100R1)	$ 6
____	Teacher Module A-114 (#ETC100R2)	$ 3
	Wheelchair Transportation Ser	
____	Student Module A-115 (#ETC100S1)	$ 6
____	Teacher Module A-116 (#ETC100S2)	$ 3
	Marketing and Distributive	
	Apparel Store	
____	Student Module A-117 (#ETC100T1)	$ 6
____	Teacher Module A-118 (#ETC100T2)	$ 3
	Bicycle Store	
____	Student Module A-119 (#ETC100U1)	$ 6
____	Teacher Module A-120 (#ETC100U2)	$ 3
	Business & Personal Service	
____	Student Module A-121 (#ETC100V1)	$ 6
____	Teacher Module A-122 (#ETC100V2)	$ 3
	Flower and Plant Store	
____	Student Module A-123 (#ETC100W1)	$ 6
____	Teacher Module A-124 (#ETC100W2)	$ 3
	Innkeeping	
____	Student Module A-125 (#ETC100X1)	$ 6
____	Teacher Module A-126 (#ETC100X2)	$ 3
	Specialty Food Store	
____	Student Module A-127 (#ETC100Y1)	$ 6
____	Teacher Module A-128 (#ETC100Y2)	$ 3

Qty.	Item	Price
	Travel Agency	
____	Student Module A-129 (#ETC100Z1)	$ 6
____	Teacher Module A-130 (#ETC100Z2)	$ 3
	Occupational Home Economics	
	Day Care Center	
____	Student Module A-131 (#ETCAA1)	$ 6
____	Teacher Module A-132 (#ETCAA2)	$ 3
	Home Attendant Service	
____	Student Module A-133 (#ETCBB1)	$ 6
____	Teacher Module A-134 (#ETCBB2)	$ 3
	Housecleaning Service	
____	Student Module A-135 (#ETCCC1)	$ 6
____	Teacher Module A-136 (#ETCCC2)	$ 3
	Restaurant Business	
____	Student Module A-137 (#ETCDD1)	$ 6
____	Teacher Module A-138 (#ETCDD2)	$ 3
	Sewing Service	
____	Student Module A-139 (#ETCEE1)	$ 6
____	Teacher Module A-140 (#ETCEE2)	$ 3
	Technical	
	Energy Specialist Service	
____	Student Module A-141 (#ETCFF1)	$ 6
____	Teacher Module A-142 (#ETCFF2)	$ 3
	Guard Service	
____	Student Module A-143 (#ETCGG1)	$ 6
____	Teacher Module A-144 (#ETCGG2)	$ 3
	Pest Control Service	
____	Student Module A-145 (#ETCHH1)	$ 6
____	Teacher Module A-146 (#ETCHH2)	$ 3
	Trades and Industrial	
	Air Conditioning & Heating Ser	
____	Student Module A-147 (#ETC100JJ1)	$ 6
____	Teacher Module A-148 (#ETC100JJ2)	$ 3
	Auto Repair Shop	
____	Student Module A-149 (#ETC100KK1)	$ 6
____	Teacher Module A-150 (#ETC100KK2)	$ 3
	Carpentry Business	
____	Student Module A-151 (#ETC100LL1)	$ 6
____	Teacher Module A-152 (#ETC100LL2)	$ 3
	Construction Electrician Bus	
____	Student Module A-153 (#ETC100MM1)	$ 6
____	Teacher Module A-154 (#ETC100MM2)	$ 3
	Hair Styling Shop	
____	Student Module A-155 (#ETC100NN1)	$ 6
____	Teacher Module A-156 (#ETC100NN2)	$ 3
	Plumbing Business	
____	Student Module A-157 (#ETC100PP1)	$ 6
____	Teacher Module A-158 (#ETC100PP2)	$ 3
	Welding Business	
____	Student Module A-159 (#ETC100RR1)	$ 6
____	Teacher Module A-160 (#ETC100RR2)	$ 3
____	ETC100 Complete Set	$200
	Steps to Starting A Small Business for High School Students A-161 (#ETC200)	$ 12
	CURRICULUM MATERIALS	
____	The Ups and Downs of the Job Search #A-82	$ 9
____	Adult Roles and Functions #A-83	$ 20
	PLANNING FOR ECONOMIC DEVELOPMENT	
____	A Report of Quick-Start Economic Development Programs #A-84	$ 12
	SERVING SPECIAL POPULATIONS	
____	Education for Tomorrow's Jobs #A-86	$ 10.50
	NATIONAL VOCATIONAL EDUCATION WEEK	
____	Vocational Education Week '84 Publicity Kit #PR-13	$ 10
____	Vocational Education Week Public Relations Guide #10579	$ 3.50

Total Order:	____
Less Discount:	____
Plus $2 Handling	____
TOTAL:	____

$10 minimum order.

APPENDIX E_5

BEACON FILMS - RENTAL FORM

Beacon Films
P.O. Box 575
Norwood, MA 02062
(617) 762-0811

All Beacon Films May Be Rented Nation-Wide From The University of Illinois

We are delighted to announce that all of the films listed in this catalog are available for short-term rental use from the University of Illinois Film Center. If your audiovisual program needs are short-term, be sure to contact them to rent any of the films in this catalog or to request a complete listing of the several thousand titles they have available. To save time, you may use the attached order forms to rent any of the Beacon films in this catalog. Simply complete the information on the attached order form and forward to:

UNIVERSITY OF ILLINOIS FILM CENTER
1325 SOUTH OAK ST.
CHAMPAIGN, ILLINOIS 61820

FILM RENTAL INFORMATION

Film Order No.	Rental Rate	Film Title
56989	$12.00	Are You an Entrepreneur?
56990	$12.00	Autumn with Grizzlies
57004	$13.75	Basic Records For a Small Business
85018	$18.00	Bighorns of Beauty Creek
56971	$12.50	Bike Style
85010	$19.75	Black West, The
84995	$19.75	Bones
05009	$8.25	Bon appétit
05017	$7.50	Boy With a Big Heart, The
05026	$7.50	Chausseur Solitaire, Le
56972	$14.50	Cold Water: The Silent Killer
77019	$28.00	Contact
85008	$19.75	Cotton Club, The
57003	$13.75	Credit and Collections
85019	$18.00	David
84996	$17.25	Devil and Daniel Mouse, The (English)
85013	$17.25	Devil and Daniel Mouse, The (Spanish)
84997	$18.75	Dreams of a Grade School Dancer
05027	$7.50	Eau Magique, L'
56987	$13.00	Evaluating a Small Business
85007	$19.75	Facts of Life, The
56988	$13.00	Financing a Small Business
56991	$9.25	Food for Thought: Milk and Milk Products
05028	$9.00	Food for Thought: Breads and Cereals
05029	$9.00	Food for Thought: Meat and Alternates
05030	$8.75	Food for Thought: Fruits and Vegetables
05031	$7.50	Fox and Bear
56978	$12.00	Glacier Country
85014	$19.75	Grass on the Roof
05016	$8.75	Hallelujah Darwin!
56992	$12.00	Hearing Impairment: An Overview

2

Film Order No.	Rental Rate	Film Title
84998	$17.25	Heron Named Bill, A
56976	$12.00	High Country
57001	$12.00	How Much Capital Will You Need?
57000	$12.00	How Will You Penetrate Your Market?
84999	$16.00	How We Made the Devil and Daniel Mouse
05033	$7.50	Hungry Walrus, The
85020	$18.00	I Know a Secret
05021	$7.50	Imani: Beegie and the Egg
05015	$8.75	I'm Growing, I'm Changing (Growing Up, Part 5)
57002	$13.75	Insurance for a Small Business
85000	$18.00	Introducing Janet
85001	$18.50	Is it Leizher or Lezhver?
05020	$8.25	It's a Hobby for Harvey
85021	$18.00	Jenny Koo Koo
05032	$7.50	Kujichagulia
05022	$7.50	Kuumba: Simon's New Sound
56993	$13.75	Language Through Sight and Sound
56973	$13.00	Leisure Time Photography
56994	$14.00	Listening for Language
56974	$12.00	Logdrivers
05018	$7.50	Lonely Hunter, The
05034	$7.50	Magic Water, The
56975	$10.50	Maple Spring
56980	$12.00	Mountain Forests
05035	$7.50	Morse Affamé, Le
05038	$7.50	Nia
85006	$19.75	Oscar Micheaux, Film Pioneer
85002	$19.50	Osprey
85003	$18.00	Passion of Christ, The
85004	$19.75	Pearls in the Alphabet Soup
05036	$7.50	Petit Garçon au Grand Coeur, Le
85022	$18.00	Pick Me up at Peggy's Cove
85009	$19.75	Portrait of Two Artists
56986	$13.25	Psychic Parrot, The
05037	$7.50	Quingalik and the Sea
05040	$7.50	Quingalik et la Mer
05039	$7.50	Henard et Ours
56981	$8.50	River, The
56995	$12.00	Rivers of the Rockies
56982	$11.00	Round Robin
05010	$8.75	Salut, Montréal
56996	$11.00	Seabirds
05014	$8.75	Searching for Some Love and Care (Growing Up, Part 4)
56997	$13.00	Sky's Unlimited, The
05011	$8.75	Someday I'll Be Big (Growing Up, Part 1)
85011	$19.75	Sports Profile
56983	$15.00	Talons
56977	$12.00	Timberline
85023	$19.75	Time to be Brave, A
05012	$8.75	Tomorrow I'll Be There (Growing Up, Part 2)
05023	$7.50	Ujamaa: Noel's Lemonade Stand
05024	$7.50	Ujima: Modupe and the Flood
05025	$7.50	Umoja: Tiger and the Big Wind
85015	$16.25	Viola
85005	$20.75	Way of the Willow, The
56998	$12.00	What's the Best Business for You?
85012	$19.75	When the Animals Talked
56999	$12.00	Who Will Your Customers Be?
56984	$11.00	Winter Harvest
56985	$15.00	Winter Survival in the Bush
05013	$8.75	You Bring Your Lunch, I'll Bring Mine (Growing Up, Part 3)

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1325 SOUTH OAK STREET CHAMPAIGN, ILLINOIS 61820

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TITLE	TITLE NUMBER	PREFERRED USE DATES	
		1st Choice	2nd Choice

Under the administration of the Office of Associate Vice President for Public Service

4 TITLE	TITLE NUMBER	PREFERRED USE DATES	
		1st Choice	2nd Choice

APPENDIX E_6

DIRECTORY - STATE LIAISON REPRESENTATIVES OF THE NATIONAL NETWORK FOR CURRICULUM COORDINATION OF VOCATIONAL AND TECHNICAL EDUCATION

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APPENDIX E_8

ASSOCIATION OF COLLEGIATE ENTREPRENEURS - PARTICIPATING COLLEGES AND UNIVERSITIES

ASSOCIATION OF COLLEGIATE ENTREPRENEURS
PARTICIPATING COLLEGES AND UNIVERSITIES

(arranged alphabetically by State)

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University of Arizona
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University of California, Santa Barbara
University of Southern California
University of Colorado
George Washington University
Georgetown University
Florida Southern College
Illinois Institute of Technology
Kellogg School of Management - Northwestern
Loyola University of Chicago
University of Chicago
Ball State University
DePauw University
Indiana University
Kansas University
Wichita State University
University of Kentucky
Babson College
Boston College
Boston University
Cornell University
Harvard Business School
Harvard Law School
Harvard University
Massachusetts Institute of Technology
New England Conservatory of Music
Northeastern University
Suffolk University
Tufts University
University of Massachusetts
Colby College
University of Maine
Michigan State University
University of Michigan
Dartmouth College
University of New Mexico
Clarkson University
Long Island University
New York University
State University of New York
SUNY - Binghamton, New York
Syracuse University
Ohio State University
Oklahoma University
Atkinson Graduate School of Management - Oklahoma University
Willamette University - Oregon
Carnegie Mellon University
University of Pittsburgh
Wharton School - University of Pennsylvania
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APPENDIX E_9

BANK OF AMERICA: SMALL BUSINESS REPORTER SERIES
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About the Series

The *Small Business Reporter®* provides straightforward, practical information on owning and operating a small business. It is for all those who need information about small business—the business owner, of course, but also bankers, attorneys, accountants, consultants, industry and trade associations, schools, and libraries.

As a result of thorough research, including extensive field interviews, *Small Business Reporters* are authoritative as well as objective. Emphasis is placed on California-based operations, but most material is applicable to enterprises throughout the United States.

Business Operations describe the principles and practices at work in various aspects of business management. Topics relate to problems encountered by business people in all fields.

Business Profiles deal with specific types of small business, discussing investment requirements, operating ratios, operational formats, and problems, trends, and opportunities in the business.

Professional Management reports discuss the business concerns involved in setting up a veterinary, medical, dental, or accounting practice.

Topic selections are based on the needs of the small business community as reflected by changes in market conditions and requests from readers.

Single copies of any report listed in this index are available free at Bank of America branches in California. To order reports by mail, please see the reverse side for mail order charges.

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Small Business Reporter Second Quarter 1984

Business Operations

How to Buy or Sell a Business, *1982*
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Understanding Financial Statements, *1980*
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Advertising Small Business, *1982*
Personnel Guidelines, *1981*
Crime Prevention for Small Business, *1982*
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Business Profiles

Bars and Cocktail Lounges, *1981*
The Handcrafts Business, *1980*
Restaurants, *1983*
Gift Stores, *1980*
Bicycle Stores, *1981*
General Job Printing, *1979*
Apparel Stores, *1978*
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APPENDIX E_{10}

NATIONAL ALLIANCE OF HOMEBASED BUSINESSWOMEN - DIRECTORY
- MEMBERSHIP FORM

National Alliance of Homebased Businesswomen

Purposes:
The purposes of the National Alliance of Homebased Businesswomen are to:

- Emphasize, encourage, and stimulate personal, professional, and economic growth among women who work from, or wish to work from, their homes
- Project a positive image of women with homebased businesses
- Provide a forum for the discussion and exchange of homebased business information and experiences
- Provide publications disseminating current information and exchanging views on mutual concerns
- Provide a support network of professional contacts, education, and encouragement for women with homebased businesses
- Showcase members' goods and services

Benefits to members:

- The *Alliance,* a quarterly newsletter, with articles about helpful business information, news of members' achievements, and information about new resources and ideas for businesses
- An Annual Meeting that includes seminars on business subjects, an opportunity for members to showcase their goods and services and to help decide the future directions and activities of NAHB
- A quarterly Meeting-by-Mail from the board of trustees, keeping members informed about what the board is doing for them and providing a place for members to speak out on issues that concern them
- An Annual Directory of all members published in November and updated quarterly
- Local chapters for networking with other members
- A certificate of membership, suitable for framing and displaying

Membership:
There are three categories of membership:

Member: A person with a revenue-producing homebased business; has the right to vote, to become an officer or trustee, and to become a member of a national committee.

Associate Member: A person who has not yet established a revenue-producing homebased business; may not vote or hold national office but may vote and hold office in a chapter if the chapter so rules.

Supporting Member: Any person not included under general or associate membership or any corporate body that gives tangible support to NAHB; may not vote or hold office in NAHB.

Membership fees can be deducted as a business expense. Membership is on an individual, professional basis, just as the benefits are on an individual basis.

Member: $30

Associate Member: $30

Supporting Member: a contribution of money, goods, or services.

NATIONAL ALLIANCE OF HOME-BASED BUSINESSWOMEN

Membership Application

(name) (area code) (telephone #)

(street address) (city/state) (zip code)

Name and nature of my business:
(for the NAHB Directory)

My check for $__ is enclosed for

☐ member — $30;
☐ associate member — $30
☐ supporting member

I would like to be affiliated with a chapter ☐
Make check payable to NAHB and mail to: NAHB, P.O. Box 95, Norwood, NJ 07648

WWH Press Order Form

Suggested uses for *Women Working Home: The Homebased Business Guide and Directory—*

Marketplace for products and services
Resource information
Business guidelines
Idea catalyst
Textbook
Networking list

For Canadian buyers:
$15.50 (or $12.95 in
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WWH Press **Order Form**
P.O. Box 237ED
Norwood, New Jersey 07648

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Charge my ☐ MasterCard ☐ Visa.

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(815) 626-4302

APPENDIX E_{11}

U. S. SMALL BUSINESS ADMINISTRATION: REGIONAL DIRECTORS ORDER FORMS

Appendix E_{11}

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Boston, Massachusetts 02110

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Region III Administrator
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Region VII Administrator
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Tel: (861) 374-3316

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Tel: (303) 837-5441

Irenemaree Castillo
Region IX Administrator
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Box 36044
San Francisco, California 94102

Tel: (415) 556-7487

Stephen J. Hall
Region X Administrator
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Seattle, Washington 98121

Tel: (206) 442-5677

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__ MA 1.008 Attacking Business Decision Problems With Breakeven Analysis
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__ MA 1.010 Accounting Services for Small Service Firms
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__ MA 1.015 Budgeting in a Small Business Firm
__ MA 1.016 Sound Cash Management and Borrowing
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__ MA 1.018 Check List for Profit Watching
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__ MA 2.005 The Equipment Replacement Decision
__ MA 2.006 Finding a New Product for Your Company
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__ MA 2.008 Business Plan for Small Construction Firms
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— MA 2.026 Feasibility Checklist for Starting a Small Business of Your Own

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__ 10. Retailing
__ 12. Statistics and Maps for National Market Analysis
__ 13. National Directories for Use in Marketing
__ 15. Recordkeeping Systems—Small Store and Service Trade
__ 18. Basic Business Reference Sources
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__ 31. Retail Credit and Collection
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__ 85. Purchasing for Owners of Small Plants
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__ 0116 Marine Retailers
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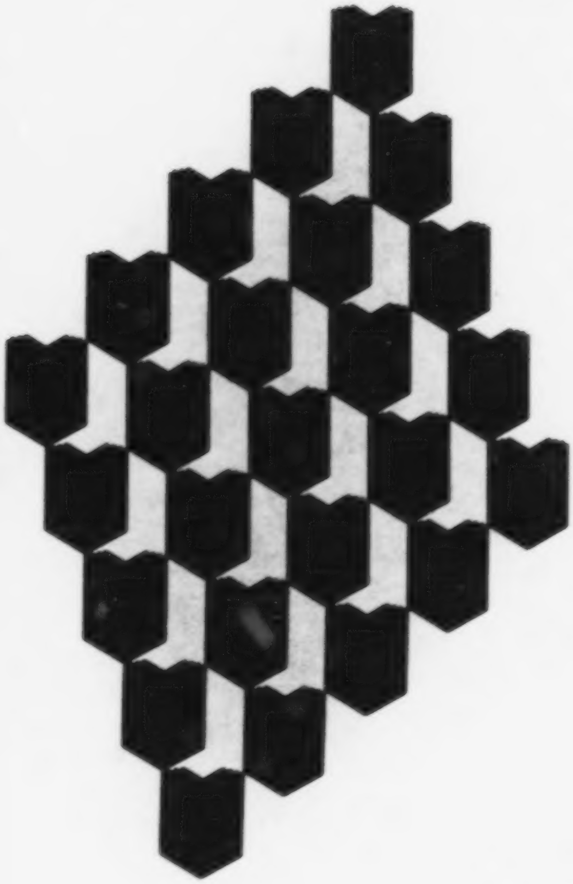

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  - Claremont Men's College
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  - Cal State Poly-Pomona
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  - Point Loma College
  - San Diego State University

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  - Cal Poly State University-San Luis Obispo
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  - Whittier College

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  - Georgia Southwestern College
- Atlanta
  - Atlanta University
  - Emory University
  - Georgia Institute of Technology
  - Georgia State University
- Augusta
  - Augusta College
- Carrollton
  - West Georgia College
- Milledgeville
  - Georgia College
- Marietta
  - Southern Technical Institute
- Savannah
  - Armstrong State College
  - Savannah State College
- Statesboro
  - Georgia Southern College
- Valdosta
  - Valdosta State College

SBI PROGRAMS BY CITY AND STATE

Hawaii

Hilo
  University of Hawaii-Hilo
Honolulu
  Chaminade University
  Hawaii Pacific College
  University of Hawaii-Manoa
Maui
  Maui Community College

Idaho

Boise
  Boise State University
Moscow
  University of Idaho
Pocatello
  Idaho State University

Illinois

Carbondale
  Southern Illinois Univ.-Carbondale
Champaign
  University of Illinois at Urbana-Champaign
Charleston
  Eastern Illinois University
Chicago
  Chicago State University
  De Paul University
  Illinois Institute of Technology
  Roosevelt University
  University of Illinois-Chicago Circle
Decatur
  Millikin University
De Kalb
  Northern Illinois University
Edwardsville
  Southern Illinois University-Edwardsville
Elmhurst
  Elmhurst College
Evanston
  Northwestern University
Jacksonville
  MacMurray College
Lebanon
  McKendree College

Illinois

Lockport
  Lewis University
Macomb
  Western Illinois University
Normal
  Illinois State University
Palos Heights
  Trinity Christian College
Peoria
  Bradley University
Quincy
  Quincy College
Springfield
  Sangamon State University

Indiana

Anderson
  Anderson College
Angola
  Tri-State University
Bloomington
  Indiana University
Evansville
  Indiana State University-Evansville
  University of Evansville
Fort Wayne
  Indiana-Purdue University
Gary
  Indiana University-Northwest
Goshen
  Goshen College
Greencastle
  DePauw University
Hanover
  Hanover College
Indianapolis
  Butler University
  Indiana Central University
Kokomo
  Indiana University-Kokomo
Muncie
  Ball State University
New Albany
  Indiana University-Southeast
Notre Dame
  Saint Mary's College
  University of Notre Dame
Richmond
  Indiana University-East

SBI PROGRAMS BY CITY AND STATE

Indiana

Terre Haute
  Indiana State University
Valparaiso
  Valparaiso University

Iowa

Ames
  Iowa State University
Cedar Falls
  University of Northern Iowa
Cedar Rapids
  Mt. Mercy College
Davenport
  St. Ambrose College
Des Moines
  Drake University
Dubuque
  University of Dubuque
Iowa City
  University of Iowa
Sioux City
  Briar Cliff

Kansas

Emporia
  Emporia State University
Hays
  Fort Hays State University
Lawrence
  University of Kansas
Manhattan
  Kansas State University
Pittsburg
  Pittsburg State University
Sterling
  Sterling College
Topeka
  Washburn University
Wichita
  Kansas Newman College
  Wichita State University

Kentucky

Bowling Green
  Western Kentucky University
Ft. Mitchell
  Thomas More College

Kentucky

Highland Heights
  Northern Kentucky University
Lexington
  University of Kentucky
Louisville
  Univ. of Louisville Foundation, Inc.
Morehead
  Morehead State University
Richmond
  Eastern Kentucky University

Louisiana

Baton Rouge
  Louisiana State University-Baton Rouge
Hammond
  Southeastern University
Lafayette
  University of Southwestern Louisiana
Lake Charles
  McNeese State University
Monroe
  Northeast Louisiana University
Natchitoches
  Northwestern State Univ. of Louisiana
New Orleans
  Loyola University
  University of New Orleans
  Xavier University
Pineville
  Louisiana College
Ruston
  Louisiana Technological University
Shreveport
  Louisiana State Univ. in Shreveport
Thibodaux
  Nicholls State University

Maine

Bangor
  Husson College
Springvale
  Nasson College
Biddeford
  St. Francis College
Orono
  University of Maine/Orono

SBI PROGRAMS BY CITY AND STATE

Maine

Portland
  University of Southern Maine
  Westbrook College

Maryland

Baltimore
  Loyola College
  Morgan State University
  University of Baltimore
College Park
  University of Maryland
Cresaptown
  Frostburg State College
Salisbury
  Salisbury State College

Massachusetts

Amherst
  University of Massachusetts
Boston
  Boston College
  Northeastern University
  Suffolk University
  University of Mass./Boston
Cambridge
  Mass. Institute of Technology
Lowell
  University of Lowell
North Adams
  North Adams State College
North Dartmouth
  Southeastern Mass. University
Salem
  Salem State College
Springfield
  American International College
  Western New England College
Worcester
  Clark University

Michigan

Allendale
  Grand Valley State College
Detroit
  University of Detroit
  Wayne State University

Michigan

East Lansing
  Michigan State University
Flint
  University of Michigan-Flint
Houghton
  Michigan Technological University
Kalamazoo
  Kalamazoo College
  Western Michigan University
Marquette
  Northern Michigan University
Mount Pleasant
  Central Michigan University
Sault Saint Marie
  Lake Superior State College
Ypsilanti
  Eastern Michigan University

Minnesota

Bemidji
  Bemidji State University
Duluth
  St. Scholastica College
  University of Minnesota-Duluth
Mankato
  Mankato State University
Moorehead
  Moorehead State University
Morris
  University of Minnesota-Morris
St. Cloud
  St. Cloud State University
St. Paul
  St. Thomas College
Northfield
  St. Olaf College
Winona
  Winona State University

Missouri

Joplin
  Missouri Southern State College
Kansas City
  Rockhurst College
  University of Missouri-Kansas City
Kirksville
  Northeast Missouri State University

SBI PROGRAMS BY CITY AND STATE

Missouri

Maryville
  Northwest Missouri State Univ.
St. Joseph
  Missouri Western State College
Springfield
  Southwest Missouri State Univ.

Mississippi

Cleveland
  Delta State University
Hattiesburg
  Univ. of Southern Mississippi
Jackson
  Jackson State University
  Millsaps College
Mississippi State
  Mississippi State University
University
  The University of Mississippi

Montana

Billings
  Eastern Montana College
Bozeman
  Montana State University
Missoula
  University of Montana

Nebraska

Chadron
  Chadron State College
Crete
  Doane College
Hastings
  Hastings College
Kearney
  Kearney State College
Lincoln
  Univ. of Nebraska at Lincoln
Omaha
  Creighton University
Peru
  Peru State College
Wayne
  Wayne State College

Nevada

Las Vegas
  University of Nevada-Las Vegas
Reno
  University of Nevada-Reno

New Hampshire

Durham
  University of New Hampshire
Manchester
  New Hampshire College
Plymouth
  Plymouth State College

New Jersey

Camden
  Rutgers University
Lincroft
  Brookdale Community College
Madison
  Fairleigh Dickinson University
Mahwah
  Ramapo College
Newark
  New Jersey Institute of Tech.
Pomona
  Stockton State College
Trenton
  Trenton State College
Montclair
  Montclair State College

New Mexico

Albuquerque
  University of New Mexico
Las Cruces
  New Mexico State University
Las Vegas
  New Mexico Highlands University
Portales
  Eastern New Mexico University
Santa Fe
  College of Santa Fe

SBI PROGRAMS BY CITY AND STATE

New York

Albany
  SUNY at Albany
Alfred
  Alfred University
Binghamton
  SUNY at Binghamton
Brooklyn
  St. Francis College
Buffalo
  Canisius College
Greenvale
  C.W. Post Center School of Business
  Long Island University
Hempstead
  Hofstra University
Ithaca
  Cornell University
Jamaica
  St. John's University
Loundonville
  Siena College
New York
  Bernard Baruch College & Research Foundation of the City Univ. of New York
  Pace University
Plattsburg
  SUNY at Plattsburg
Potsdam
  Clarkson College of Technology
Riverdale
  Manhattan College
Rochester
  Rochester Institute of Technology
St. Bonaventure
  St. Bonaventure University
Schenectady
  Union College
Syracuse
  Syracuse University
Utica
  SUNY at Utica/Rome

North Carolina

Boone
  Appalachian State University
Chapel Hill
  Univ. of North Carolina-Chapel Hill

North Carolina

Charlotte
  Univ. of North Carolina at Charlotte
Cullowhee
  Western Carolina University
Durham
  North Carolina Central University
Greenville
  East Carolina University
Raleigh
  North Carolina State University
Wilmington
  University of NC-Wilmington
Winston-Salem
  Wake Forest University

North Dakota

Bismarck
  Mary College
Fargo
  North Dakota State University
Grand Forks
  University of North Dakota
Jamestown
  Jamestown College
Minot
  Minot State College

Ohio

Ada
  Ohio Northern University
Akron
  University of Akron
Copeland
  Ohio University
Beres
  Baldwin-Wallace College
Bowling Green
  Bowling Green State University
Cincinnati
  University of Cincinnati
  Xavier University
Cleveland
  Case Western Reserve University
  Cleveland State University
Columbus
  Capital University
  Ohio State University

SBI PROGRAMS BY CITY AND STATE

Ohio

Dayton
  University of Dayton
  Wright State University
Defiance
  Defiance College
Findlay
  Findlay College
Marietta
  Marietta College
New Concord
  Muskingum College
Oxford
  Miami University
Painesville
  Garfield Senior College
    (Div. of Lake Erie College)
Rio Grande
  Rio Grande College
Springfield
  Wittenberg University
Toledo
  University of Toledo
Urbana
  Urbana College
Westerville
  Otterbein College
Wilberforce
  Central State University
  Wilberforce University
Wilmington
  Wilmington College
Youngstown
  Youngstown State University

Oklahoma

Ada
  East Central University
Durant
  Southeastern Oklahoma State Univ.
Enid
  Phillips University
Edmond
  Central State University
Lawton
  Cameron University
Norman
  University of Oklahoma

Oklahoma

Oklahoma City
  Oklahoma Christian College
Shawnee
  Oklahoma Baptist University
Stillwater
  Oklahoma State University
Tahlequah
  Northeastern Oklahoma State Univ.
Tulsa
  Oral Roberts University
  University of Tulsa
Weatherford
  Southwestern Oklahoma State Univ.

Oregon

Corvallis
  Oregon State University
Eugene
  University of Oregon
LaGrande
  Eastern Oregon State College
Newberg
  George Fox College
Portland
  Portland State University
  University of Portland
Salem
  Willamette University

Pennsylvania

Bethlehem
  Lehigh University
California
  California State College
Chester
  Widener College
Cheyney
  Cheyney State College
Erie
  Gannon College
Gettysburg
  Gettysburg College
Indiana
  Indiana University of Pennsylvania
Lewisburg
  Bucknell University

SBI PROGRAMS BY CITY AND STATE

Pennsylvania

- Middletown
  - Penn State Univ.-Capitol Campus
- Philadelphia
  - Drexel University
  - LaSalle College
  - Temple University
  - University of Pennsylvania
- Pittsburgh
  - Carnegie Mellon University
  - Duquesne University
  - University of Pittsburg
- Scranton
  - University of Scranton
- Shippensbury
  - Shippensburg State College
- Slippery Rock
  - Slippery Rock State College
- State College
  - Pennsylvania State University
- Villanova
  - Villanova University
- West Chester
  - West Chester State College
- Wilkes-Barre
  - King's College
  - Wilkes College

Rhode Island

- Bristol
  - Roger Williams College
- Kingston
  - University of Rhode Island
- Providence
  - Johnson & Wales College

South Carolina

- Charleston
  - The Citadel
- Clemson
  - Clemson University
- Conway
  - University of South Carolina
- Florence
  - Francis Marion College
- Rock Hill
  - Winthrop College

South Dakota

- Aberdeen
  - Northern State College
- Madison
  - Dakota State College
- Rapid City
  - National College of Business
- Sioux Falls
  - Augustana College
  - Sioux Falls College
- Spearfish
  - Black Hills State College
- Vermillion
  - University of South Dakota

Tennessee

- Athens
  - Tennessee Wesleyan College
- Chattanooga
  - The Univ. of Tennessee at Chattanooga
- Clarksville
  - Austin Peay State University
- Cookeville
  - Tennessee Technological University
- Johnson City
  - East Tennessee State University
- Knoxville
  - The Univ. of Tennessee at Knoxville
- Martin
  - The Univ. of Tennessee at Martin
- Memphis
  - Memphis State University
- Murfreesboro
  - Middle Tennessee State University
- Nashville
  - The Univ. of Tennessee at Nashville

Texas

- Abilene
  - Abilene Christian University
  - Hardin-Simmons University
- Alpine
  - Sul Ross State University
- Arlington
  - University of Texas-Arlington
- Austin
  - St. Edward's University
  - University of Texas at Austin

SBI PROGRAMS BY CITY AND STATE

Texas

Belton
  Mary Hardin Baylor
Beaumont
  Lamar University
Brownsville
  Pan American Univ. at Brownsville
Canyon
  West Texas State University
College Station
  Texas A & M University
Commerce
  East Texas State-Commerce
Corpus Christi
  Corpus Christi State University
Denton
  North Texas State University
Edinburg
  Pan American University
El Paso
  University of Texas-El Paso
Houston
  Houston Baptist University
  University of Houston
    College of Bus. Admin.
    College of Bus. Tech.
  University of Houston-Clear Lake Campus
Huntsville
  Sam Houston State University
Irving
  University of Dallas
Kingsville
  Texas A & I University
Laredo
  Laredo State University
Lubbock
  Texas Tech University
    Agriculture Economics
    Business Administration
    Home Management
Marshall
  Wiley College
Nacogdoches
  Stephen F. Austin University
Odessa
  Univ. of Texas-Permian Basin
San Angelo
  Angelo State University

Texas

San Antonio
  St. Mary's University
  Trinity University
  Univ. of Texas-San Antonio
San Marcos
  Southwest Texas State University
Texarkana
  East Texas State-Texarkana
Tyler
  Texas Eastern University
Ulvalde
  Sul Ross State University
Waco
  Baylor University
Wichita Falls
  Midwestern State University

Utah

Logan
  Utah State University
Ogden
  Weber State College
Provo
  Brigham Young University
Salt Lake City
  University of Utah

Vermont

Bennington
  Southern Vermont College
Burlington
  Champlain College
  University of Vermont
Castleton
  Castleton State College
Johnson
  Johnson State College
Northfield
  Norwich University
Poultney
  Green Mountain College

Virginia

Blacksburg
  Virginia Polytechnic Institute & State University

SBI PROGRAMS BY CITY AND STATE

Virginia

- Charlottesville
  - University of Virginia
    - Colgate Darden Graduate School
    - McIntire School of Commerce
- Fairfax
  - George Mason University
- Ft. Myer
  - Golden Gate University
- Harrisonburg
  - James Madison University
- Norfolk
  - Norfolk State College
  - Old Dominion University
- Richmond
  - Virginia Commonwealth University
- Petersburg
  - Virginia State University
- Williamsburg
  - College of William & Mary

Washington

- Cheney
  - Eastern Washington University
- Ellensburg
  - Central Washington University
- Lynnwood
  - Edmonds Community College
- Olympia
  - Evergreen State College
- Pullman
  - Washington State University
- Seattle
  - Seattle University
  - University of Washington
- Tacoma
  - Pacific Lutheran University
  - University of Puget Sound

Washington, D.C.

- American University
- Gallaudet College
- Georgetown University
- Southeastern University
- University of the District of Columbia

West Virginia

- Athens
  - Concord College
- Bluefield
  - Bluefield State College
- Charleston
  - University of Charleston
  - West Virginia College of Graduates
- Elkins
  - Davis and Elkins College
- Fairmont
  - Fairmont State College
- Glenville
  - Glenville State College
- Huntington
  - Marshall University
- Institute
  - West Virginia State College
- Morgantown
  - West Virginia University
- West Liberty
  - West Liberty State College
- Wheeling
  - Wheeling College

Wisconsin

- Eau Claire
  - University of Wisconsin-Eau Claire
- Kenosha
  - University of Wisconsin-Parkside
- Madison
  - University of Wisconsin-Madison
- Milwaukee
  - Marquette University
  - Milwaukee School of Engineering
  - University of Wisconsin-Milwaukee
- Oshkosh
  - University of Wisconsin-Oshkosh

Wyoming

- Laramie
  - University of Wyoming

Guam

- Agana
  - University of Guam

SBI PROGRAMS BY CITY AND STATE

Puerto Rico

Hato Rey
  Interamerican University
Mayaguez
  University of Puerto Rico-Mayaguez
Ponce
  Catholic University of Puerto Rico
Rio Piedras
  University of Puerto Rico-Rio Piedras

American Samoa

Pago Pago
  American Samoa Community College

Virgin Islands

St. Thomas

APPENDIX E_{13}

SMALL BUSINESS DEVELOPMENT CENTERS (SBDCs)
DIRECTORY - MAY 1984

SMALL BUSINESS DEVELOPMENT CENTERS AND SUBCENTERS

Region	University and Address
I	Mr. Warren Purdy State Director-SBDC Univ. of Southern Maine* 246 Deering Avenue Portland, ME 04102 (207) 780-4423
	Mr. Michael Aube Director-SBDC Eastern Maine Dev. Corp. 10 Franklin Street Bangor, ME 04401 (207) 942-6389
	Mr. William Coombs Director-SBDC Maine Dev. Foundation One Memorial Circle Augusta, ME 04330 (207) 622-6345
	Mr. James Baressi Director-SBDC Northern Maine Regional Planning Commission P. O. Box 779 2 Main Street Caribou, ME 04736 (207) 498-8736
	Dr. William Little Director-SBDC Univ. of Maine at Machias Math and Science Building Machias, ME 04654 (207) 255-3313
I	Mr. John Ciccarelli State Director-SBDC University of Massachusetts* 203 School of Management Amherst, MA 01003 (413) 549-4930 Ext. 303
	Dr. Jack McKiernan Director Metropolitan Boston Regional SBDC Boston College 96 College Road - Rahner House Chestnut Hill, MA 02167 (617) 552-4091
	Mr. Laurence Jutras Director-SBDC Capital Information Service University of Massachusetts 203 School of Management Amherst, MA 01003 (413) 549-4930
	Mr. William Naumes Director Central Regional SBDC Clark University 950 Main Street Worcester, MA 01610 (617) 793-7615
	Mr. Henry Sypher Director Minority Business Training and Resource Center Roxbury Community College 625 Huntington Avenue Boston, MA 02115 (617) 734-1960

*Denotes Lead SBDC School

SMALL BUSINESS DEVELOPMENT CENTERS AND SUBCENTERS

Region University and Address

I

Mr. Ed Browne
Director-SBDC
Salem State College
292 Loring Avenue
Salem, MA 01970
(617) 745-0556 Ext. 2595

Mr. Clyde Mitchell
Director
Southeastern Regional SBDC
Southeastern Massachusetts University
200 Pocasset Street
Fall River, MA 02722
(617) 673-9783

Dr. Lewis Tucker
Co-Director
Dr. Arthur Gerstenfeld
Co-Director
Technological Productivity Innovation Center
Clark University
950 Main Street
Worcester, MA 01610
(617) 793-7134
(617) 793-5471

Mr. Daniel E. Diamond
Director
Northeast Regional SBDC
University of Lowell
Research Foundation
450 Aiken Street
Lowell, MA 01854
(617) 458-7261

Mr. Merwin Tober
Director
Western Regional SBDC
Univ. of Massachusetts
101 State Street, Room 216
Springfield, MA 01103
(413) 737-6712

Region University and Address

I

Mr. Lester Killen
Acting State Director-SBDC
University of Connecticut*
School of Business Admin.
Box U-41D
Storrs, CT 06268
(203) 486-4135

Mr. Joseph Staiwicki
Director-SBDC
C/o Chamber of Commerce
250 Constitution Plaza
Hartford, CT 06103
(203) 525-4451

Mr. George Ahl
Director-SBDC
C/o Chamber of Commerce
180 Fairfield Avenue
Bridgeport, CT 06604
(203) 335-3800

Mr. John Silber
Director-SBDC
C/o Chamber of Commerce
195 Church Street
New Haven, CT 06506
(203) 787-6735

Mr. John O'Connor
Director-SBDC
C/o Chamber of Commerce
One Whale Oil Grow
New London, CT 06320
(203) 443-8332

Mr. Niel Wehr
Director-SBDC
C/o SACIA
One Landmark Square-Suite 230
Stamford, CT 06901
(203) 323-1833

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SMALL BUSINESS DEVELOPMENT CENTERS
AND SUBCENTERS

Region	University and Address
I	Mr. Bob Suchy Director-SBDC C/o Chamber of Commerce 32 North Main Street Waterbury, CT 06721 (203) 757-0701
	Mr. Douglas Jobling State Director-SBDC Bryant College* Smithfield, RI 02917 (401) 231-1200
	Mr. Joe Newsome Director-SBDC Opportunities Industrialization Center One Hilton Street South Providence, RI 02905 (401) 272-4400
	Ms. Margie Edwards Director Downtown Providence SBDC 270 Weybosset Street Providence, RI 02903 (401) 831-1330
	Ms. Sue Barker Director-SBDC University of Rhode Island Ballantine Hall Kingston, RI 02881 (401) 792-2451
	Mr. Robert E. Honnold State Director-SBDC University of Vermont* Extension Service Morrill Hall Burlington, VT 05405 (802) 656-2990

Region	University and Address
I	Mr. Richard Crimmins Director Northwestern SBDC Chittenden County Univ. of Vermont Extension Office Winooski, VT 05404 (802) 656-4420
	Ms. Linda Aines Director Southwestern SBDC Rutland County Univ. of Vermont Extension Office Rutland, VT 05701 (802) 773-3349
	Mr. Ernie Saunders Director Northeastern SBDC Calendonia County Univ. of Vermont Extension Office St. Johnsbury, VT 05819 (802) 748-8177
	Mr. Barry Stryker Director Central SBDC Washington County Univ. of Vermont Extension Office Montpelier, VT 05602 (802) 223-2389
	Mr. Robert Townsend Director Southeastern SBDC Windham County Univ. of Vermont Extension Office Brattleboro, VT 05301 (802) 257-7967 or 457-2664
	Mr. Craig R. Seymour State Director-SBDC University of New Hampshire* Whittemore School of Business McConnell Hall Durham, NH 03824 (603) 862-3556

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SMALL BUSINESS DEVELOPMENT CENTERS AND SUBCENTERS

Region — University and Address

II

Ms. Adele Kaplan
State Director-SBDC
Rutgers University*
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Newark, NJ 07102
(201) 648-5621

Professor Larry Novick
Director-SBDC
Brookdale Community College
Business/Management Team
Newman Springs Road
Lincroft, NJ 07738
(201) 842-1900 Ext. 229

Professor John deYoung
Director-SBDC
Cumberland County College
P. O. Box 517
Vineland, NJ 08360
(609) 691-8600

Ms. Rose Nini
Director-SBDC and
Management Training Center
Mercer County Community College
1200 Old Trenton Road
Trenton, NJ 08690
(609) 586-4800

Mr. John Droughton
Director-SBDC
New Jersey Inst. of Technology
323 Martin Luther King Blv
Newark, NJ 07102
(201) 596-3336

Region — University and Address

II

Mr. Michael Simonetti
Director-SBDC
Raritan Valley Chamber of Commerce
303 George Street - Suite 405
New Brunswick, NJ 08901
(201) 545-3300

Mr. Richard Grierson
Director-SBDC
Rutgers University at Camden
311 North 5th Street
Camden, NJ 08102
(609) 757-6062

III

Mr. Warren Van Hook
Director-SBDC
Howard University*
2361 Sherman Avenue, NW
Washington, DC 20059
(202) 636-7187

Dr. Patrick Hughes
Director-SBDC
Univ. of the District of Columbia
School of Business and Public
Management
900 F Street, NW
Washington, DC 20005
(202) 727-1051

Ms. Susan Garber
State Director
SBDC of Pennsylvania
University of Pennsylvania*
The Wharton School
3201 Steinberg Hall-Dietrich Hall/CC
Philadelphia, PA 19104
(215) 898-1219

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SMALL BUSINESS DEVELOPMENT CENTERS AND SUBCENTERS

Region	University and Address
III	Professor Charles Coder Director-SBDC Bucknell University 109 Dana Engineering Building Lewisburg, PA 17837 (717) 524-1249
	Dr. Woodrow Yeaney Director-SBDC Clarion Univ. of Pennsylvania Dana Still Building Clarion, PA 16214 (814) 226-2626
	Mr. Peter Federici Director-SBDC Duquesne University Rockwell Hall, Room 10 Concourse 600 Forbes Avenue Pittsburgh, PA 15219 (412) 434-6231
	Mr. Jerome R. Kenwood Director-SBDC Gannon University Carlisles Building, 3rd Floor Erie, PA 16541 (814) 871-7370 or 871-7714
	Dr. Bernard Goldner Director-SBDC LaSalle College 20th & Olney Street Philadephia, PA 19141 (215) 951-1416
	Ms. Edith Ritter Director-SBDC Lehigh University 412 South New Street # 203 Bethlehem, PA 18015 (215) 861-3980
III	Dr. David Watkin Director-SBDC Pennsylvania State University Capitol Campus Crags Building, Route 230 Middletown, PA 17057 (717) 948-6031
	Mr. David D'Arcangelo Director-SBDC St. Francis College Padua Hall, Suite 234 Loretto, PA 15940 (814) 472-7000 Ext. 231
	Dr. George J. Titus Director-SBDC Temple University School of Business Admin. 1945 North Broad Street Philadelphia, PA 19122 (215) 787-7282 or 787-8461
	Mr. Bernard H. Tenebaum Director-SBDC University of Pennsylvania The Wharton School 343 Vance Hall/CS Philadelphia, PA 19104 (215) 898-4861
	Mr. Clarence K. Curry Director-SBDC University of Pittsburgh Graduate School of Business Mervis Hall, Room 372 Pittsburgh, PA 15260 (412) 624-6435

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SMALL BUSINESS DEVELOPMENT CENTERS AND SUBCENTERS

Region	University and Address
III	Mr. Jerome F. McCormack Director-SBDC University of Scranton School of Management O'Hara Hall Scranton, PA 18510 (717) 961-7588
	Ms. Sandra Beynon Director-SBDC Wilkes College Institute of Regional Affairs 165 South Franklin Street Wilkes Barre, PA 18703 (717) 824-4651 Ext. 222
	Mr. Cecil Underwood State Director-SBDC University of Charleston* 2300 MacCorkle Avenue, SE Charleston, WV 25304 (304) 357-4800
	Mr. Dean Kenny Director-SBDC Concord College Center for Economic Action Athens, WV 24712 (304) 384-9811
	Mr. Fred Bailey Director-SBDC Parkersburg Community College Route 5, Box 167-A Parkersburg, WV 26101 (304) 424-8277
III	Ms. Chris Weiss Director-SBDC Women and Employment, Inc. 1217 Lee Street East Charleston, WV 25301 (304) 345-1298
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APPENDIX F

A FLOWCHART FOR PLANNING AND IMPLEMENTING A NEW VENTURE

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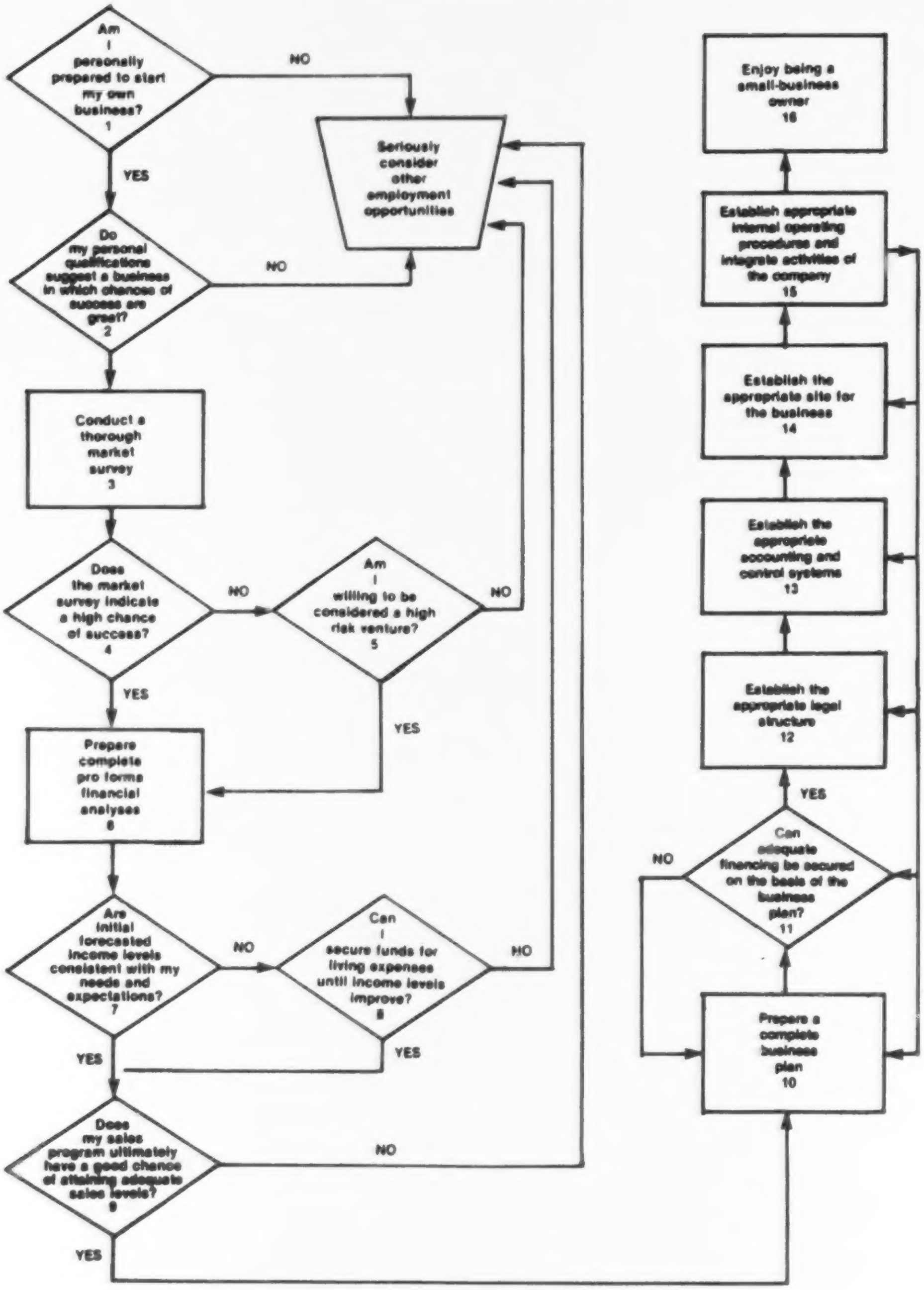
A FLOWCHART FOR PLANNING AND IMPLEMENTING A NEW VENTURE


Am I personally prepared to start my own business? 1
NO
YES
Seriously consider other employment opportunities
Do my personal qualifications suggest a business in which chances of success are great? 2
NO
Conduct a thorough market survey 3
Does the market survey indicate a high chance of success? 4
NO
Am I willing to be considered a high risk venture? 5
NO
YES
YES
Prepare complete pro forma financial analyses 6
Are initial forecasted income levels consistent with my needs and expectations? 7
NO
Can I secure funds for living expenses until income levels improve? 8
NO
YES
YES
Does my sales program ultimately have a good chance of attaining adequate sales levels? 9
NO
YES
Prepare a complete business plan 10
Can adequate financing be secured on the basis of the business plan? 11
NO
YES
Establish the appropriate legal structure 12
Establish the appropriate accounting and control systems 13
Establish the appropriate site for the business 14
Establish appropriate internal operating procedures and integrate activities of the company 15
Enjoy being a small-business owner 16

SOURCE: Hollingsworth, A. Thomas and Herbert W. Hand (1979), *A Guide to Small Business Management*, Philadelphia, Pennsylvania: W. B. Sanders Co., pp. 20.

APPENDIX G

CHARACTERISTICS OF ENTREPRENEURS

DEFINITION OF ENTREPRENEUR

Entrepreneur is derived from the French word "Entreprendre" which means "to undertake". The entrepreneur undertakes to organize, manage and assume the risk of business. He is an individual who creates, owns and manages a business firm. The entrepreneur is an extraordinary person who arranges and manages any enterprise, especially a new or untried business. According to Frank Carney, founder of Pizza Hut, Inc.:

> Entrepreneurs are the cornerstone of the American Enterprise System, the self renewing agents for our economic environment. Normally defined as risk takers in new venture creations, entrepreneurs are uniquely optimistic, hard driving, committed individuals who derive great satisfaction from being independent. Starting a new business requires more than just an idea; it requires a special person, an entrepreneur, who uses sound judgement and planning along with his risk taking to insure the success of his own business. (Christy and Jones, 1982)

A precise definition of an entrepreneur (entrepreneuse, the feminine form of the word) is difficult. Webster identifies him/her as "one who organizes a business undertaking, assuming the risks for the sake of profit." More clearly expressed, an entrepreneur is one who recognizes opportunity; he is an innovator/developer who assumes risk in a competitive marketplace in order to provide a needed product or service--and to realize an adequate reward (profit) for his efforts. He is a catalyst for change, a salesman, a competitor with himself in quest of his own goals. He is a tireless worker, is pleasantly aggressive, and is an independent thinker who tempers a "can do" spirit with careful analyses of successful techniques in management and marketing strategies. And he is, first and foremost, a small business owner who, by virtue of his positive influence on the preservation of our political and economic heritage, is the unsung hero in American society--yesterday, today, and tomorrow (Christy and Jones, 1982). Mary Hudson, President of Hudson Oil Company, indicated that:

> ...entrepreneuse is a seldom used feminine version of the word entrepreneur. Increasingly, the opportunities for and recorded successes of women in new business ventures offer great encouragement to those with vision, courage, and management skills. It is a tough world, but women can and are succeeding admirably in growing numbers. (Christy and Jones, 1982)

According to Brent Barry, President of BRB, the doors of business opportunities for the minority person are opening with increasing frequency. Because of the lack of a long track record in successful small business operations, minorities are finding that there are some hurdles which sometimes must be jumped, especially in arranging financial backing, which may prove at first discouraging. But these, too, can be overcome. There is a definite need for more minority venture creations, but minorities should follow the strategies of all erstwhile entrepreneurs: careful study, planning, and development before launching an enterprise (Christy and Jones, 1982).

Characteristics of Entrepreneurs

Numerous studies have been conducted to determine the "personal qualities" and "traits" needed to be a successful entrepreneur. One rather extensive survey of entrepreneurs concluded with the following advice:

> Be aggressive, be competitive, be goal-oriented, be confident, be egocentric, make decisions, be an achiever very early in life, be a loner in your final decision, put family and friends second to business, be an opportunist, do not be security-oriented, be persistent, have determination, be an optimist (to an extreme), have desire to achieve, be hyperactive mentally, be a dreamer, be a calculated risk-taker, want power, learn from previous mistakes, be a perfectionist and be intuitive. (Clayton, 1982)

In addition, entrepreneurship has been defined as the interaction of the following eight skills: inner control, planning and goal-setting, risk-taking, innovation, reality perception, using feed-back, decision-making and human relations. Entrepreneurs are highly independent. Over 75% of all entrepreneurs had parents or other role models who were self-employed. Educators should assume the role of facilitators (not teachers) and help potential entrepreneurs to manage their own learning (Scanlon and Flexman, 1980).

SELF-EVALUATION FOR POTENTIAL ENTREPRENEURS

There are a number of tests that purport to measure entrepreneurial potential. They ask questions related to subjects as diverse as your need for independence, your marital status, your sex, your sports interests, and your planning ability. However, in reviewing most of these approaches, it has been found that few of them attempt to predict success, only activity.

The following self-appraisal form refers to those areas that are important to success and can be controlled or affected by the individual.

If the statement is *rarely* true of you, score 1.
If the statement is *usually* true of you, score 2.
If the statement is almost *always* true of you, score 3.

Score

1. I have firmly established my personal objectives. ____
2. My personality is the type that fits my business. ____
3. I tend to get things accomplished within reasonable time constraints. ____
4. I can change my objectives as my markets dictate. ____
5. I have common sense. ____
6. I would like to achieve something worthwhile. ____
7. I enjoy being responsible for getting things accomplished. ____
8. I like to operate alone and make decisions on my own. ____
9. Risky situations do not pose an unusual threat to me. ____
10. I can deal with uncertainty. ____
11. I can take and use negative comments from others. ____
12. I can sell myself and my business. ____
13. There is little chance for me to fail. ____
14. I have the energy needed to accomplish the task. ____
15. I am truly excited about the business. ____
16. I have a record of good health and miss little work because of sickness. ____
17. My business does not violate my social status. ____
18. My family is firmly committed to long hours and hard effort in regard to the business. ____
19. I get the job done with little wasted time. ____
20. I can select individuals to assist me in my weak areas. ____
21. I am able to get people working *with* me. ____
22. I have a high level of self-discipline. ____
23. I can appraise the world in a realistic manner. ____
24. I have the skill and experience necessary for my business. ____

A score of 60 to 72 is good, 48 to 58 is fair, and under 48 is poor. It should be apparent that a high score is not a guarantee of success; many other factors must also be given consideration. However, if you have been both honest and objective in your answers, you may gain some insight into the degree your personal characteristics may affect the success of your business. A low score should certainly make you reconsider whether or not you want to own a small business.

SOURCE: Hollingsworth, A. Thomas and Herbert W. Hand (1979), *A Guide to Small Business Management*, Philadelphia, Pennsylvania: W. B. Saunders Co., pp. 17.

APPENDIX H

ENTREPRENEUR QUOTIENT, SUCCESS QUOTIENT, CAREER QUOTIENT -

NATIONAL RESEARCH CENTER FOR UNIVERSITY AND COLLEGE ADMISSIONS

DETERMINE YOUR EQ

DEFINITION: An "EN-TRE-PRE-NEUR" is an individual who creates, develops, and manages a business venture, with personal risk, for a potential profit.

DESCRIPTION: The EQ, more commonly known as the Entrepreneur Quotient, is a self-directed learning tool. It is not a test, but rather a method by which an individual can compare his own personal characteristics with those of successful entrepreneurs.

INSTRUCTIONS: Answer each question to the best of your ability. There is no time limit. Correct answers are given to each question to further stimulate your interest.

INTERPRETATION: Remember, this is not a test. If you cannot answer any of the questions, do not be alarmed. You can learn to be an entrepreneur. For those individuals who prefer a scoring format, the procedure below provides rough guidelines.

CORRECT NUMBER	
100	If you're not already an entrepreneur, you should be.
85	You're compatible. Get started.
70	You have potential. Study the rules.
55	You're behind, but you can still make it.
40	You don't seem to be interested, but that doesn't mean you can't make it.
25	You still have a chance. Go for it.
0	You're probably dead.

1. As a child, did you have a paper route, sell candy, magazine subscriptions, or shine shoes for money?
☐YES ☐NO

2. Did you come from a family that owned a business?
☐YES ☐NO

3. Do you have a relative who is in business?
☐YES ☐NO

4. Have you ever worked for a small firm where you had close contact with the owner?
☐YES ☐NO

5. Are you between the ages of 16 and 44?
☐YES ☐NO

6. Have you ever worked for a large company where you worked closely with a top manager?
☐YES ☐NO

7. Have you ever been fired from a job?
☐YES ☐NO

8. Do you have experience in organization, planning, budgeting, personnel, marketing, advertising, administration, evaluation?
☐YES ☐NO

9. If you are married, is your spouse supportive of the personal and financial risks involved in starting a business?
☐YES ☐NO

10. Do you have a library of "self-help" success books?
☐YES ☐NO

11. Are you respected by your peers at work and by your friends in other areas of your life?
☐YES ☐NO

12. Are you inquisitive, inventive, creative, innovative, and aggressive?
☐YES ☐NO

13. Do you enjoy solving problems?
☐YES ☐NO

14. Would you rather be your own boss?
☐YES ☐NO

15. Do you like to make things happen?
☐YES ☐NO

16. Do you enjoy taking personal and financial risks?
☐YES ☐NO

17. Were you a first-born child in your family?
☐YES ☐NO

18. Are you male or female?
☐FEMALE ☐MALE

19. Are you married or single?
☐MARRIED ☐SINGLE

20. Do you consider yourself a free and independent spirit?
☐YES ☐NO

21. Do you have a high need for achievement?
☐YES ☐NO

22. Did you have a good relationship with your father?
☐YES ☐NO

23. Small business employ over 50% of the workforce, generate 50% of all new jobs and account for 44% of the gross national product.
☐TRUE ☐FALSE

24. Do you take rejection personally?
☐YES ☐NO

25. Do you like to move around a lot? ☐YES ☐NO

26. Is it true that entrepreneurs make good managers? ☐YES ☐NO

27. To be a successful entrepreneur, an individual needs a lot of good luck. ☐TRUE ☐FALSE

28. Successful entrepreneurs often use the advice of expert outside consultants. ☐TRUE ☐FALSE

29. Do you believe that you can control your own destiny? ☐YES ☐NO

30. Are you a consistent goal setter, and results-oriented individual? ☐YES ☐NO

31. Have you ever been forced to move, gone through a divorce, or suffered the death of a spouse or parent? ☐YES ☐NO

32. Do you have specific experience in the area of business you plan to go into? ☐YES ☐NO

33. Personal savings is the most important source of start-up funds for entrepreneurs. ☐TRUE ☐FALSE

34. Do you have managerial skills? ☐YES ☐NO

35. Are you willing to work longer hours for the same salary you now make? ☐YES ☐NO

36. Do you have a college degree or special skills and knowledge from a vocational or technical school? ☐YES ☐NO

37. Do you know how to raise money for starting a business? ☐YES ☐NO

38. Do you like people? ☐YES ☐NO

39. Can you make quick decisions? ☐YES ☐NO

40. Do you have a high energy level? ☐YES ☐NO

41. Do your friends and acquaintances place a great deal of faith and trust in you? ☐YES ☐NO

42. Do you follow through with implementation when a decision has been made? ☐YES ☐NO

43. Do you believe in your own power to accomplish goals? ☐YES ☐NO

44. Are you willing to change your negative habit patterns? ☐YES ☐NO

45. Do you have high moral and ethical standards? ☐YES ☐NO

46. Do you have a good idea or product and/or know how to get one? ☐YES ☐NO

47. Do you know how to tap the power of your subconscious mind? ☐YES ☐NO

48. Are you dedicated and committed to being in business for yourself? ☐YES ☐NO

49. Do you know how to develop a business plan for presentation to a group of investors? ☐YES ☐NO

50. Can you inspire and motivate other individuals? ☐YES ☐NO

51. Do you know how to use radio, TV, direct mail, and space advertising? ☐YES ☐NO

52. Do you know what the four P's of marketing are? ☐YES ☐NO

53. Are you familiar with the OPM principle? ☐YES ☐NO

54. Do you know how to multiply your talents? ☐YES ☐NO

55. Do you know how the 20/80 rule affects success? ☐YES ☐NO

56. Have you ever made an assessment of your personality characteristics? ☐YES ☐NO

57. Have you ever determined your net worth? ☐YES ☐NO

58. Do you know what the 12 laws of universal success are? ☐YES ☐NO

59. Have you ever explored your career potential? ☐YES ☐NO

60. Do you believe in the power and success of self-directed learning? ☐YES ☐NO

61. Do you wake up happy 99% of the time? ☐YES ☐NO

62. Do you provide a period during each day for thinking, studying, planning, or relaxation? ☐YES ☐NO

63. Do you consider yourself ambitious? ☐YES ☐NO

64. Do you enjoy power, control and authority? ☐YES ☐NO

65. Would you be willing to quit your job today and start at the bottom? ☐YES ☐NO

66. Do you know how to determine the "break-even" point? ☐YES ☐NO

67. Do you know what motivates customer behavior and buying habits? ☐YES ☐NO

68. Student organizations such as ATA, VICA, DECA, FFA and others help students learn about entrepreneurship.
☐TRUE ☐FALSE

69. Do you know where to get information on franchising?
☐YES ☐NO

70. Do you know the rules of buying an existing business?
☐YES ☐NO

71. Are you willing to follow a proven success system even if it differs from yours?
☐YES ☐NO

72. The National Federation of Business is the largest small business organization in the United States.
☐TRUE ☐FALSE

73. Can you accept failure without admitting defeat?
☐YES ☐NO

74. Do you know how to project cash flow?
☐YES ☐NO

75. Do you know how to read a balance sheet and profit and loss statement?
☐YES ☐NO

76. Are you familiar with the current business and tax laws?
☐YES ☐NO

77. Are you familiar with the laws affecting recruitment and selection of personnel?
☐YES ☐NO

78. Do you know, or are you willing to learn how to sell?
☐YES ☐NO

79. Do you consider yourself enthusiastic, imaginative, and tenacious?
☐YES ☐NO

80. Are you willing to participate in both the profits and losses of a business?
☐YES ☐NO

81. Do you know how to protect your ideas from thieves?
☐YES ☐NO

82. Do you have a savings account?
☐YES ☐NO

83. Are you familiar with the principles of bartering?
☐YES ☐NO

84. Are you familiar with the rules and laws pertaining to investments?
☐YES ☐NO

85. Are you familiar with the 30,000 occupational titles in the United States?
☐YES ☐NO

86. Do you know how to get free publicity for your product or service?
☐YES ☐NO

87. Are you dissatisfied with your present employment or school work?
☐YES ☐NO

88. Women entrepreneurs represent about 7% of all self-employed.
☐TRUE ☐FALSE

89. Minority entrepreneurs represent about 5.5% of all self-employed.
☐TRUE ☐FALSE

90. On the average, incorporated self-employed persons make more than self-employed proprietors.
☐TRUE ☐FALSE

91. On the average, women entrepreneurs make less than men.
☐TRUE ☐FALSE

92. Do you know where to find business and operating ratios for specific industries?
☐YES ☐NO

93. Are you familiar with the differences between a general corporation, partnership, sub-chapter S, and proprietorship?
☐YES ☐NO

94. Do you know how to find adult training programs in entrepreneurship?
☐YES ☐NO

95. Are you familiar with the services offered by the SBA?
☐YES ☐NO

96. Are you familiar with the services offered by the Minority Business Development Agency and the Minority Business Development Centers?
☐YES ☐NO

97. Are you familiar with Federal government contracting and R&D monies available to small business?
☐YES ☐NO

98. If you are a parent of a teenager, are you familiar with entrepreneur programs available in high schools and colleges?
☐YES ☐NO

99. Are you familiar with business control systems such as accounting, recordkeeping, financial analysis, bookkeeping, profit centers, collections, forecasting, etc.?
☐YES ☐NO

100. Do you know the secrets of working with bankers, accountants, and attorneys?
☐YES ☐NO

101. The failure rate of most small business start-ups is about 80% within the first three years.
☐TRUE ☐FALSE

102. Immigrants have a high rate of entrepreneurship in the United States.
☐TRUE ☐FALSE

103. Over 90% of all business in the U.S. are small, employ fewer than 20 persons, and are organized as sole proprietorships.
☐TRUE ☐FALSE

104. The source of all creative ideas is based upon universal energy that flows through our brain and is activated by our subconscious mind.
☐TRUE ☐FALSE

ANSWERS TO THE EQ

1. Yes
2. Yes
3. Yes
4. Yes
5. Yes
6. Yes
7. Yes
8. Yes
9. Yes
10. Yes
11. Yes
12. Yes
13. Yes
14. Yes
15. Yes
16. Yes
17. Yes
18. Either
19. Either
20. Yes
21. Yes
22. Yes
23. Yes
24. No
25. Yes
26. No
27. True
28. True
29. Yes
30. Yes
31. Yes
32. Yes
33. True
34. Yes
35. Yes
36. Yes
37. Yes
38. Yes
39. Yes
40. Yes
41. Yes
42. Yes
43. Yes
44. Yes
45. Yes
46. Yes
47. Yes
48. Yes
49. Yes
50. Yes
51. Yes
52. Yes
53. Yes
54. Yes
55. Yes
56. Yes
57. Yes
58. Yes
59. Yes
60. Yes
61. Yes
62. Yes
63. Yes
64. Yes
65. Yes
66. Yes
67. Yes
68. True
69. Yes
70. Yes
71. Yes
72. True
73. Yes
74. Yes
75. Yes
76. Yes
77. Yes
78. Yes
79. Yes
80. Yes
81. Yes
82. Yes
83. Yes
84. Yes
85. Yes
86. Yes
87. Yes
88. True
89. True
90. True
91. True
92. Yes
93. Yes
94. Yes
95. Yes
96. Yes
97. Yes
98. Yes
99. Yes
100. Yes
101. True
102. True
103. True
104. True

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COMPARE YOUR SQ

DESCRIPTION:

The "SQ" is short for SUCCESS QUOTIENT. . .a highly specialized checklist of words that describe successful human behavior.

INSTRUCTIONS:

Quickly read each word and honestly ask yourself if this characteristic applies to you. Then give yourself a score between 1 and 10 with 10 being high. Continue doing this until you have matched each word with your own personal image of yourself. When you have finished, count up the total score by adding all of the chosen word numbers. Total points equal 2,250.

INTERPRETATION:

This is not a test, and there are no right or wrong answers. You have only compared yourself with known characteristics of successful persons. The closer you are to 10 on each scale, the better your chances are of leading a successful life. If you do not like your current self image as it relates to success, don't complain. . .learn to change it by changing your attitudes, developing skills, and becoming self-directed through the study of success methods, imitating a mentor, reading success books, going back to school, changing jobs, and giving up negative habits.

Successful people are not successful by accident. They have learned to live by and apply the laws of success. These individuals are found in all walks of life. Age, sex, and ethnic background never make a difference. They are known by their images, reputations, and achievements. They include students, housewives, secretaries, businessmen, professionals, laborers, millionaires, writers, artists, poets, teachers, and government workers

Various studies of successful individuals throughout history have shown that, as a group, they exhibit the characteristics as found in the SQ. In addition, their success has always been defined, very simply, as "the progress an individual makes towards a predetermined and worthwhile goal."

In the literature of history, they are often referred to as scholars, champions, victors, winners, heros, lions, tigers, leaders, entrepreneurs, creators, innovators, and eagles. They dream, have mighty visions, are classified as mavericks, and are known to be performance oriented. They fly higher than most, live on the edge of the future, and are known by the goals they achieve. You too can become one. . .if you are willing to put forth the effort.

PERSONAL IMAGE

Hair	1 2 3 4 5 6 7 8 9 10
Skin	1 2 3 4 5 6 7 8 9 10
Clothes	1 2 3 4 5 6 7 8 9 10
Manners	1 2 3 4 5 6 7 8 9 10
Teeth	1 2 3 4 5 6 7 8 9 10
Nails	1 2 3 4 5 6 7 8 9 10
Shoes	1 2 3 4 5 6 7 8 9 10
Health	1 2 3 4 5 6 7 8 9 10
Language	1 2 3 4 5 6 7 8 9 10
Attitudes	1 2 3 4 5 6 7 8 9 10
Values	1 2 3 4 5 6 7 8 9 10
Education	1 2 3 4 5 6 7 8 9 10
Temperaments	1 2 3 4 5 6 7 8 9 10
Skills	1 2 3 4 5 6 7 8 9 10
Relationships	1 2 3 4 5 6 7 8 9 10
Home	1 2 3 4 5 6 7 8 9 10
Family	1 2 3 4 5 6 7 8 9 10
Possessions	1 2 3 4 5 6 7 8 9 10
Habits	1 2 3 4 5 6 7 8 9 10
Achievements	1 2 3 4 5 6 7 8 9 10
Job	1 2 3 4 5 6 7 8 9 10
Spiritual	1 2 3 4 5 6 7 8 9 10
Physique	1 2 3 4 5 6 7 8 9 10
Behavior	1 2 3 4 5 6 7 8 9 10
Interests	1 2 3 4 5 6 7 8 9 10

INTERNAL DRIVE

Tenacious	1 2 3 4 5 6 7 8 9 10
Initiative	1 2 3 4 5 6 7 8 9 10
Determined	1 2 3 4 5 6 7 8 9 10
Consistent	1 2 3 4 5 6 7 8 9 10
Motivated	1 2 3 4 5 6 7 8 9 10
Dependable	1 2 3 4 5 6 7 8 9 10
Reliable	1 2 3 4 5 6 7 8 9 10
Ambitious	1 2 3 4 5 6 7 8 9 10
Enthusiastic	1 2 3 4 5 6 7 8 9 10
Involved	1 2 3 4 5 6 7 8 9 10
Purposeful	1 2 3 4 5 6 7 8 9 10
Disciplined	1 2 3 4 5 6 7 8 9 10
Concentrated	1 2 3 4 5 6 7 8 9 10
Acts	1 2 3 4 5 6 7 8 9 10
Desires	1 2 3 4 5 6 7 8 9 10
Decisive	1 2 3 4 5 6 7 8 9 10
Dedicated	1 2 3 4 5 6 7 8 9 10
Confident	1 2 3 4 5 6 7 8 9 10
Committed	1 2 3 4 5 6 7 8 9 10
Risks	1 2 3 4 5 6 7 8 9 10
Prepares	1 2 3 4 5 6 7 8 9 10
Resourceful	1 2 3 4 5 6 7 8 9 10
Energetic	1 2 3 4 5 6 7 8 9 10
Inspirational	1 2 3 4 5 6 7 8 9 10
Persistent	1 2 3 4 5 6 7 8 9 10

WINNING VALUES

Grateful	1 2 3 4 5 6 7 8 9 10
Humble	1 2 3 4 5 6 7 8 9 10
Courteous	1 2 3 4 5 6 7 8 9 10
Cheerful	1 2 3 4 5 6 7 8 9 10
Tactful	1 2 3 4 5 6 7 8 9 10
Loyal	1 2 3 4 5 6 7 8 9 10
Honest	1 2 3 4 5 6 7 8 9 10
Ethical	1 2 3 4 5 6 7 8 9 10
Faithful	1 2 3 4 5 6 7 8 9 10
Trustworthy	1 2 3 4 5 6 7 8 9 10
Responsible	1 2 3 4 5 6 7 8 9 10
Thankful	1 2 3 4 5 6 7 8 9 10
Accepting	1 2 3 4 5 6 7 8 9 10
Appreciative	1 2 3 4 5 6 7 8 9 10
Kind	1 2 3 4 5 6 7 8 9 10
Cooperative	1 2 3 4 5 6 7 8 9 10
Empathetic	1 2 3 4 5 6 7 8 9 10
Compassionate	1 2 3 4 5 6 7 8 9 10
Friendly	1 2 3 4 5 6 7 8 9 10
Understanding	1 2 3 4 5 6 7 8 9 10
Loving	1 2 3 4 5 6 7 8 9 10
Patient	1 2 3 4 5 6 7 8 9 10
Respectful	1 2 3 4 5 6 7 8 9 10
Forgiving	1 2 3 4 5 6 7 8 9 10
Sympathetic	1 2 3 4 5 6 7 8 9 10

ACADEMIC CHARACTERISTICS

Calm	1 2 3 4 5 6 7 8 9 10
Friendly	1 2 3 4 5 6 7 8 9 10
Cooperative	1 2 3 4 5 6 7 8 9 10
Optimistic	1 2 3 4 5 6 7 8 9 10
Constructive	1 2 3 4 5 6 7 8 9 10
Disciplined	1 2 3 4 5 6 7 8 9 10
Conservative	1 2 3 4 5 6 7 8 9 10
Statistical	1 2 3 4 5 6 7 8 9 10
Social	1 2 3 4 5 6 7 8 9 10
Adjusting	1 2 3 4 5 6 7 8 9 10
Adaptable	1 2 3 4 5 6 7 8 9 10
Controlled	1 2 3 4 5 6 7 8 9 10
Stable	1 2 3 4 5 6 7 8 9 10
Alert	1 2 3 4 5 6 7 8 9 10
Idealistic	1 2 3 4 5 6 7 8 9 10
Obedient	1 2 3 4 5 6 7 8 9 10
Loving	1 2 3 4 5 6 7 8 9 10
Organized	1 2 3 4 5 6 7 8 9 10
Concentrates	1 2 3 4 5 6 7 8 9 10
Listens	1 2 3 4 5 6 7 8 9 10
Comprehends	1 2 3 4 5 6 7 8 9 10
Studious	1 2 3 4 5 6 7 8 9 10
Reads	1 2 3 4 5 6 7 8 9 10
Writes	1 2 3 4 5 6 7 8 9 10
Communicates	1 2 3 4 5 6 7 8 9 10

LEADERSHIP TRAITS

Delegates	1 2 3 4 5 6 7 8 9 10
Healthy	1 2 3 4 5 6 7 8 9 10
Enthusiastic	1 2 3 4 5 6 7 8 9 10
Energetic	1 2 3 4 5 6 7 8 9 10
Communicates	1 2 3 4 5 6 7 8 9 10
Committed	1 2 3 4 5 6 7 8 9 10
Knowledgeable	1 2 3 4 5 6 7 8 9 10
Tactful	1 2 3 4 5 6 7 8 9 10
Respected	1 2 3 4 5 6 7 8 9 10
Intuitive	1 2 3 4 5 6 7 8 9 10
Courageous	1 2 3 4 5 6 7 8 9 10
Dependable	1 2 3 4 5 6 7 8 9 10
Just	1 2 3 4 5 6 7 8 9 10
Flexible	1 2 3 4 5 6 7 8 9 10
Controlled	1 2 3 4 5 6 7 8 9 10
Empathetic	1 2 3 4 5 6 7 8 9 10
Ethical	1 2 3 4 5 6 7 8 9 10
Responsible	1 2 3 4 5 6 7 8 9 10
Decisive	1 2 3 4 5 6 7 8 9 10
Sincere	1 2 3 4 5 6 7 8 9 10
Adaptable	1 2 3 4 5 6 7 8 9 10
Positive	1 2 3 4 5 6 7 8 9 10
Skilled	1 2 3 4 5 6 7 8 9 10
Tolerant	1 2 3 4 5 6 7 8 9 10
Performer	1 2 3 4 5 6 7 8 9 10

ENTREPRENEUR DESCRIPTORS

Adventurous	1 2 3 4 5 6 7 8 9 10
Goal-Setter	1 2 3 4 5 6 7 8 9 10
Skilled	1 2 3 4 5 6 7 8 9 10
Creative	1 2 3 4 5 6 7 8 9 10
Decisive	1 2 3 4 5 6 7 8 9 10
Energetic	1 2 3 4 5 6 7 8 9 10
Self-Directed	1 2 3 4 5 6 7 8 9 10
Independent	1 2 3 4 5 6 7 8 9 10
Maverick	1 2 3 4 5 6 7 8 9 10
Strategist	1 2 3 4 5 6 7 8 9 10
Promoter	1 2 3 4 5 6 7 8 9 10
Dreamer	1 2 3 4 5 6 7 8 9 10
Visionary	1 2 3 4 5 6 7 8 9 10
Mission-oriented	1 2 3 4 5 6 7 8 9 10
Challenged	1 2 3 4 5 6 7 8 9 10
Catalyst	1 2 3 4 5 6 7 8 9 10
Positive	1 2 3 4 5 6 7 8 9 10
Planner	1 2 3 4 5 6 7 8 9 10
Organizer	1 2 3 4 5 6 7 8 9 10
Innovator	1 2 3 4 5 6 7 8 9 10
Leader	1 2 3 4 5 6 7 8 9 10
Prepared	1 2 3 4 5 6 7 8 9 10
Risker	1 2 3 4 5 6 7 8 9 10
Determined	1 2 3 4 5 6 7 8 9 10
Thrifty	1 2 3 4 5 6 7 8 9 10

ADVANCEMENT SKILLS

Organizing	1 2 3 4 5 6 7 8 9 10
Administering	1 2 3 4 5 6 7 8 9 10
Planning	1 2 3 4 5 6 7 8 9 10
Producing	1 2 3 4 5 6 7 8 9 10
Marketing	1 2 3 4 5 6 7 8 9 10
Operating	1 2 3 4 5 6 7 8 9 10
Budgeting	1 2 3 4 5 6 7 8 9 10
Evaluating	1 2 3 4 5 6 7 8 9 10
Communicating	1 2 3 4 5 6 7 8 9 10
Specializing	1 2 3 4 5 6 7 8 9 10
Networking	1 2 3 4 5 6 7 8 9 10
Coordinating	1 2 3 4 5 6 7 8 9 10
Negotiating	1 2 3 4 5 6 7 8 9 10
Learning	1 2 3 4 5 6 7 8 9 10
Researching	1 2 3 4 5 6 7 8 9 10
Mentoring	1 2 3 4 5 6 7 8 9 10
Risking	1 2 3 4 5 6 7 8 9 10
Integrating	1 2 3 4 5 6 7 8 9 10
Competing	1 2 3 4 5 6 7 8 9 10
Listening	1 2 3 4 5 6 7 8 9 10
Innovating	1 2 3 4 5 6 7 8 9 10
Creating	1 2 3 4 5 6 7 8 9 10
Manufacturing	1 2 3 4 5 6 7 8 9 10
Visualizing	1 2 3 4 5 6 7 8 9 10
Imagining	1 2 3 4 5 6 7 8 9 10

ACHIEVEMENT RECORDS

Takes Risks	1 2 3 4 5 6 7 8 9 10
Hard Worker	1 2 3 4 5 6 7 8 9 10
Self-organized	1 2 3 4 5 6 7 8 9 10
Competitive spirit	1 2 3 4 5 6 7 8 9 10
Quick learner	1 2 3 4 5 6 7 8 9 10
Generates money	1 2 3 4 5 6 7 8 9 10
Wins awards	1 2 3 4 5 6 7 8 9 10
Improved position	1 2 3 4 5 6 7 8 9 10
Manages people	1 2 3 4 5 6 7 8 9 10
Selling experience	1 2 3 4 5 6 7 8 9 10
Created something	1 2 3 4 5 6 7 8 9 10
Service oriented	1 2 3 4 5 6 7 8 9 10
Communicates well	1 2 3 4 5 6 7 8 9 10
Predicts future	1 2 3 4 5 6 7 8 9 10
Positive attitudes	1 2 3 4 5 6 7 8 9 10
Excellent habits	1 2 3 4 5 6 7 8 9 10
Proven performance	1 2 3 4 5 6 7 8 9 10
Accepts challenges	1 2 3 4 5 6 7 8 9 10
Eliminates failure	1 2 3 4 5 6 7 8 9 10
Accumulates wealth	1 2 3 4 5 6 7 8 9 10
Persistent drive	1 2 3 4 5 6 7 8 9 10
Teaches others	1 2 3 4 5 6 7 8 9 10
Influential contacts	1 2 3 4 5 6 7 8 9 10
Community involvement	1 2 3 4 5 6 7 8 9 10
Highly disciplined	1 2 3 4 5 6 7 8 9 10

SUPER GOALS

Future growth	1 2 3 4 5 6 7 8 9 10
Self-accepting	1 2 3 4 5 6 7 8 9 10
Problem solver	1 2 3 4 5 6 7 8 9 10
Behavorial — understanding	1 2 3 4 5 6 7 8 9 10
Successful habits	1 2 3 4 5 6 7 8 9 10
Justice advocate	1 2 3 4 5 6 7 8 9 10
Self-directed	1 2 3 4 5 6 7 8 9 10
Resists conformity	1 2 3 4 5 6 7 8 9 10
Independent thinker	1 2 3 4 5 6 7 8 9 10
Spiritually aware	1 2 3 4 5 6 7 8 9 10
Close friendships	1 2 3 4 5 6 7 8 9 10
Emotionally stable	1 2 3 4 5 6 7 8 9 10
Positive values	1 2 3 4 5 6 7 8 9 10
Peak experiences	1 2 3 4 5 6 7 8 9 10
Full life	1 2 3 4 5 6 7 8 9 10
Healthy body	1 2 3 4 5 6 7 8 9 10
Humorous personality	1 2 3 4 5 6 7 8 9 10
Profound philosophy	1 2 3 4 5 6 7 8 9 10
Spontaneous reactions	1 2 3 4 5 6 7 8 9 10
Loves mankind	1 2 3 4 5 6 7 8 9 10
Human Justice	1 2 3 4 5 6 7 8 9 10
Helps others	1 2 3 4 5 6 7 8 9 10
Autonomous self	1 2 3 4 5 6 7 8 9 10
Realistically oriented	1 2 3 4 5 6 7 8 9 10
Life appreciation	1 2 3 4 5 6 7 8 9 10

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DISCOVER YOUR CQ

DESCRIPTION: The CQ is a self-scoring test of an individual's knowledge in the world of work. The 114 test items were structured around seven career steps from self evaluation to placement. Individuals cannot only test their own job market knowledge, but they can find the answers to their most pressing job search questions. The CQ is useful as a self-directed learning device as well as a motivational tool for stimulating group discussion in a career seminar.

INSTRUCTIONS: Although this is a knowledge test, try not to be nervous. The answers to each question are given beneath each question. In some cases, there can be additional items added to an answer, but in these instances, the answer was not expanded due to a lack of space, and our desire for you to think beyond the test. Sad, but true, an estimated 95 percent of the population will not know the answers to most of these questions. By learning the answers, you can increase your chances of becoming more successful at job hunting and final employment.

---

1. **A person working full time for 35 years, averaging 40 hours/week, for 50 weeks/year, will spend 70,000 hours at work?**

   T F

2. **What government book has the largest list of occupational descriptions?**

   Dictionary of Occupational Titles

3. **List three characteristics of selling:**

   (1) Opportunity (2) Contact (3) Close

4. **List five inexpensive government books that can provide you with a comprehensive view of the work in America?**

   (1) Guide for Occupational Exploration (2) Occupational Outlook Handbook (3) Exploring Careers (4) Classified Index of Industries and Occupations (5) Selected Characteristics of Occupations Defined in the D O T

5. **What are the five stages of the Job Loss grieving process?**

   (1) Denial (2) Anger (3) Bargaining (4) Depression (5) Acceptance

6. **List five future trends that will affect an individual's career development in the next 10 years:**

   (1) More women working (2) Technological advances (3) Oversupply of talent to available jobs (4) Automation of machines (5) Reduction in work hours

7. **List five successful "Careering" Competencies:**

   (1) Networking (2) Mentoring (3) Risking (4) Connecting (5) Performing

8. **List five marketing tools for promoting yourself to an employer:**

   (1)Resume (2) Interview (3) Telephone (4) Letter (5) Advertisements

9. **List five ways of acquiring work skills:**

   (1) Apprentice (2) Home duties (3) Hobbies (4) School work (5) Volunteer

10. **List six major components of a successful plan for finding a job:**

    (1) Goal (2) Commitment (3) Desire (4) Activities (5) Time (6) Action

11. **List three follow-up techniques to an interview:**

    (1) Phone (2) Letter (3) Visit

12. **List those major factors that are necessary for gathering information about a company prior to an interview:**

    (1) Organizational structure (2) Products (3) Location (4) Size (5) Earnings (6) Benefits (7) Opportunities (8) Education (9) Entrance requirements (10) Salary scales (11) Disadvantages (12) Stability (13) Image (14) Control

13. **List five information facts you need to get in a good contact for a job interview:**

    (1) Name (2) Title (3) Job (4) Book (5) Close

14. **List five things you need to know prior to an interview:**

    (1) Date (2) Time (3) Interviewer (4) Place (5) Directions (6) Job title

15. **What sector of the American economy creates the most jobs?**

    Small businesses

16. **What is the major difference between an information interview and a job interview?**

    The information interview is non-stressful and non-job seeking

17. **How many job openings are there each year, over a 12-month period?**

    (1) New jobs: 1-2 million (2) Retirement: 2-3 million (3) Transfer/Turnover/Death/Fired: 19 million

18. **What percentage of all jobs require a college degree?**

    Twenty (20) percent

19. **What percentage of all jobs available are listed in the help wanted column of newspapers?**

    Twenty (20) percent

20. **What reason do most people give for not looking for a job?**

    Rejection

21. **List five turning points in a person's life that ultimately affects a career choice:**

    (1) Marriage (2) Divorce (3) Graduation (4) Children (5) Death of spouse

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22. What is a job club?

A supporting network of unemployed persons directed by a teacher/facilitator

23. What are the two most important goals to achieve in a job interview?

(1) To get the interviewer to like you (2) To give you a job

24. What is an approximate range of costs for a business to advertise, hire, test, and interview the average employee?

$500 - $1,000

25. What does research show about job search methods and effectiveness rates for managers and engineers actively using a job club?

(1) Job club - 37% (2) Help wanted ads - 15% (3) Employment agencies - 2% (4) Business acquaintances - 16% (5) Professional associations - 4% (6) Position wanted ad - 0% (7) Resumes - 9% (8) Friends/Relatives - 1% (9) State employment office - 1% (10) Former Employer - 12% (11) Direct calls - 14%

26. List four ways people make decisions about their careers:

(1) Impulse (2) Habit (3) Routine (4) Default

27. Out of every 10 students who start college each year, what percent will not finish?

Fifty (50) percent

28. How many occupational titles are there in the United States?

30,000

29. List eight self-evaluation tools that can help you in deciding who you are:

(1) Autobiography (2) Journal (3) Interest survey (4) Values checklist (5) Personality inventory (6) Aptitude tests (7) Occupational survey (8) Physical test

30. Name six personal characteristics that turn potential employers off:

(1) Body odor (2) Dirty nails (3) Unkept shoes (4) Messy hair (5) Inappropriate clothes (6) Gaudy jewelry

31. List five factors important to employers in salary negotiation:

(1) History (2) Current salary (3) Replacement cost (4) Economy (5) Budget (6) Supply/Demand

32. Name three types of resumes:

(1) Historical (2) Functional (3) Biographical

33. List all the steps involved in the careering process:

(1) Self assessment (2) Life stage analysis (3) Occupational information (4) Alternative match (5) Searching methods (6) Decision making (7) Adjustment

34. List the major factors a college uses in the student selection process:

(1) Grades (2) Awards (3) G.P.A. (4) Personality (5) Motivation (6) Recommendations (7) Tests

35. List three ways to increase your income:

(1) Transfer (2) New position (3) Own business

36. List five jobs that do not require a high school diploma:

(1) Bartender (2) Guard (3) Dancer (4) Blacksmith (5) Model

37. List five jobs that require a high school education:

(1) Secretary (2) Electroplater (3) Locksmith (4) Typesetter (5) Cashier

38. List five jobs that require apprentice training:

(1) Carpenter (2) Machinist (3) Patternmaker (4) Meatcutter (5) Firefighter

39. List five jobs that require two years of college:

(1) Cosmetologist (2) Policeman (3) Programmer (4) Buyer (5) Drafter

40. List five jobs that require a four-year college degree:

(1) Accountant (2) Engineer (3) Teacher (4) Forester (5) Librarian

41. List five jobs that require graduate school:

(1) Physician (2) Minister (3) Professor (4) Psychiatrist (5) Lawyer

42. In most jobs, men make more than women. What is the percent difference?

Forty (40) percent

43. What does research show about job search methods used by blue collar workers?

(1) Employment agencies - 12.2% (2) Newspaper ads - 13% (3) Informal - 63.4% (4) Other - 10.5%

44. List the major resources for learning:

(1) High school (2) Business school (3) Technical school (4) Junior college (5) College (6) Graduate school (7) Correspondence school (8) Seminars (9) Workshops (10) Books (11) Apprenticeships (12) Mentors (13) Experience

45. List five ways to build self worth:

(1) Friendships (2) Goal setting (3) Achievements (4) Skill identification (5) Competency development (6) Positive feedback

46. What does research show about job search methods used by white collar workers?

(1) Employment agencies - 8.9% (2) Newspaper ads - 9.9% (3) Informal - 74.5% (4) Other - 6.7%

47. How long does it take to find the average job?

Five - six weeks

48. List six reasons that most people do not find work:

(1) Medical (2) Psychological (3) Attitude (4) Behavior (5) Situational (6) Employment history

49. What are your minimum chances of finding employment through 100 resume solications?

95 rejections, 4 interviews, and 1 potential offer

50. How many telephone calls can you expect to make in order to find one job opening?

Fifty (50) minimum

51. What are the main objectives of an information interview?

(1) Getting foot in the door (2) Network contacts (3) Clarifying job requirements (4) Learning about the company

52. List four methods of training for an interview:

(1) Video tape (2) Magnetic tape (3) Role playing (4) Information interview feedback

53 List five major benefits of being employed:

(1) Economic security (2) Recreational (3) Educational (4) Medical (5) Social status (6) Family (7) Mobility (8) Communications

54. List five major social factors associated with unemployment:

(1) Crime (2) Stress (3) Discrimination (4) Illness (5) Alcoholism (6) Family disintegration

55. How many unemployed persons can normally be placed through a job club after 5-6 weeks?

75 - 80%

56. List five positive work habits:

(1) Punctuality (2) Attendance (3) Production (4) Relationships (5) Following instructions/rules

57. What percentage of job seekers do not know the specific skills necessary for a successful job search?

Ninety-five (95) percent

58. List five major interview "Knockout" factors:

(1) Lacks skills (2) Poor manners (3) Bad language (4) No ambition (5) Poor presentation

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59. **List the six functions of management:**

(1) Organization (2) Administration (3) Planning (4) Methodology (5) Budgeting (6) Evaluation

60. **According to many employment specialists, the last person to be interviewed has the best chance to get the job?**

[✓ T] F

61. **Eighty (80) percent of an iceberg lies beneath the water and controls its forward movement. What analogous part of our personality functions in the same way to move our behavior?**

The unconscious mind

62. **List three reasons most business fail:**

(1) Lack of capital (2) Poor management (3) Bad idea

63. **List six major characteristics of an entrepreneur:**

(1) Creative (2) Independent (3) Determined (4) Motivated (5) Competitive (6) Risking

64. **What organization offers free testing, free occupational information, and free job placement?**

The United States Employment Service

65. **Within a 45-year career lifespan, most people will change jobs about nine times?**

[✓ T] F

66. **Most hiring is accomplished on the basis of a general formula, using 10% intelligence, 10% skills, and 80% personality?**

[✓ T] F

67. **What are the four steps in building a successful philosophy of life?**

(1) Image what you want to be (2) Find some friends who have the same vision (3) Decide on which attitudes are important (4) Practice until they become successful habits

68. **What are the eight steps in making a decision:**

(1) Identify the problem (2) Analyze its parts (3) Rank the alternatives (4) Collect information (5) Interpret the data (6) Reevaluate (7) Decide (8) Estimate probability of success (9) Act

69. **List five sources of occupational information:**

(1) Company literature (2) Business directories (3) Telephone yellow pages (4) Books in library (5) Government publications

70. **List 12 contact sources for potential jobs:**

(1) School (2) Societies (3) Clubs (4) Military (5) Conventions (6) Sports (7) Hobbies (8) Church (9) Acquaintances (10) Businesses (11) Government (12) Medical

71. **List 14 measurable human aptitudes:**

(1) General intelligence (2) Verbal (3) Numerical (4) Spatial (5) Form perception (6) Clerical (7) Finger dexterity (8) Manual dexterity (9) Eye-hand-foot coordination (10) Color perception (11) Mechanical (12) Academic (13) Artistic (14) Musical

72. **List the 10 developmental stages of human life:**

(1) Prenatal (2) Birth (3) Infancy (4) Childhood (5) Pre-teen (6) Teen (7) Young adult (8) Adulthood (9) Old age (10) Death

73. **List the 10 career stages affecting a person's life:**

(1) Birth (2) Home environment (3) Role playing (4) Imagination (5) Exploratory (6) Experiencing (7) Commitment (8) Working (9) Retirement (10) Transition

74. **Most occupations can be classified into 12 interest areas based upon similar worker requirements and personality characteristics. What are they?**

(1) Artistic (2) Scientific (3) Plants/animals (4) Protective (5) Mechanical (6) Industrial (7) Business detail (8) Selling (9) Accommodations (10) Humanitarian (11) Leading/influencing (12) Physical/performing

75. **Personality tests, interest inventories, occupational surveys, and psychological instruments can all predict your future career and success?**

T [✓ F]

76. **Grades in school can predict your future occupational success?**

T [✓ F]

77. **List six career development theories that explain how most people find their jobs:**

(1) Personality (2) Accident (3) Self-concept (4) Publicity (5) Personal needs (6) Life stages

78. **List those factors that exert a positive influence on career exploration and development:**

(1) Tolerance (2) Objectivity (3) Confidence (4) Judgment (5) Achievement (6) Independency (7) Patience (8) Identification (9) Models (10) Opportunities (11) Maturity (12) Goals

79. **List five primary motivating drives for explaining human behavior:**

(1) Hunger (2) Mating (3) Thirst (4) Exploration (5) Maternal

80. **List five physical working traits that affect career development:**

(1) Strength (2) Handling (3) Seeing (4) Touching (5) Balancing

81. **List five environmental conditions that affect career development:**

(1) Location (2) Hazards (3) Atmosphere (4) Noise (5) Climate

82. **List five social climates that affect career development:**

(1) Adventurous (2) Competitive (3) Authoritarian (4) Individual (5) Pressured

83. **List five leadership traits:**

(1) Motivated (2) Determined (3) Disciplined (4) Knowledgeable (5) Confident

84. **List 10 factors affecting a person's career life pattern:**

(1) Education (2) Heredity (3) Environment (4) Personality (5) Values (6) Temperament (7) Lifestyle (8) Interests (9) Aptitudes (10) Skills (11) Intelligence

85. **Define the term Career Development.**

It is the process of developing mental pictures about future occupational choices, making decisions based upon matching job characteristics with personality traits, modifying our direction as we pass through various life stages, and fashioning a self identity within the world of work.

86. **An individual's career decisions are usually based upon how his personality characteristics interact with his environment at any particular stage of life development?**

[✓ T] F

87. **What is an Entrepreneur?**

An individual who starts, owns, and manages a business venture.

88. **List five skills necessary for a successful job hunt:**

(1) Social (2) Methods (3) Motives (4) Investigative (5) Deciding

89. **List five marketing concepts necessary to a successful job hunt:**

(1) Positioning (2) Targeting (3) Research (4) Advertising (5) Selling

90. **List five successful social skills for job searching:**

(1) Cooperation (2) Honesty (3) Responsibility (4) Understanding (5) Appreciativeness

91. **List five successful motivational skills for job searching:**

(1) Initiative (2) Adaptability (3) Disciplined (4) Confident (5) Decisive

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92. List five positive emotions that can affect the job search:

(1) Faith (2) Hope (3) Love (4) Romance (5) Enthusiasm

93. What are the 10 laws of success?

(1) Know yourself (2) Condition your body (3) Educate your mind (4) Praise the soul (5) Develop positive attitudes (6) Set attainable goals (7) Commit to a cause (8) Practice success methods (9) Counsel with wise persons (10) Perform with results

94. List four categories of values that affect the career process:

(1) Rewards (2) Working (3) Moral (4) Survival

95. List five valued items affecting your career development pattern:

(1) Status (2) Power (3) Wealth (4) Independence (5) Adventure

96. List 10 characteristics of high school and college dropouts:

(1) Antisocial (2) Pessimistic (3) Radical (4) Destructive (5) Disoriented (6) Loveless (7) Hostile (8) Exploiting (9) Hyperactive (10) Unrealistic

97. List five sources of financial aid for obtaining an education:

(1) Government loans (2) Co-operative education (3) Scholarships (4) State grants (5) Part-time employment

98. List the elements of a good cover letter seeking an interview:

(1) Get attention (2) Create desire (3) Picture benefits (4) Prove advantages (5) Give testimony (6) Persuade reader (7) Push action (8) Postscript

99. What are the two main reasons employers hire employees:

(1) To make money (2) To save money

100. What are the signposts that a person passes on the path towards the development of a self image?

(1) Sensory (2) Exploration (3) Differentiation (4) Recognition (5) Identification (6) Imitation (7) Acting (8) Testing (9) Integration (10) Implementation

101. List those factors that influence occupational supply and demand:

(1) Earnings (2) Unions (3) Legislation (4) Training (5) Education (6) Population (7) Professors (8) Environment

102. List five national resources for occupational information:

(1) U.S. Department of Labor (2) U.S. Department of Commerce (3) U.S. Civil Service Commission (4) U.S. Employment Service (5) U.S. Department Health, Education and Welfare

103. What methods do employers use to screen disadvantaged job applicants?

(1) High school diploma - 28% (2) Reading ability - 85% (3) Writing ability - 85% (4) Personal appearance - 75% (5) Work experience - 26% (6) Job training - 28% (7) Skilled experience - 23% (8) Job reference - 50% (9) Testing - 35%

104. List the benefits of a college education, other than economics:

(1) Knowledge (2) Skills (3) Thinking (4) Character (5) Citizenship (6) Wisdom (7) Tolerance (8) Adaptability (9) Relationships (10) Justice (11) Courage (12) Personality

105. What criteria do employers use for disqualifying disadvantaged workers?

(1) Alcoholism - 35% (2) Drug use - 56% (3) Language problem -56% (4) Garnishment - 18% (5) Overweight - 20% (6) Other health problems - 59% (7) Arrest record - 25% (8) Prison record - 30%

106. List those skills that will help a person succeed in high school or college:

(1) Reading (2) Writing (3) Studying (4) Listening (5) Speaking (6) Concentration (7) Organization (8) Library (9) Research (10) Testing

107. List 10 major temperaments that can affect career development:

(1) Attentiveness (2) Adaptability (3) Persistence (4) Curiosity (5) Flexibility (6) Sensitivity (7) Rhythms (8) Energy (9) Sociability (10) Humor

108. List the major characteristics of a high school or college graduate:

(1) Social (2) Calm (3) Optimistic (4) Adaptable (5) Idealistic (6) Disciplined (7) Alert (8) Stable (9) Constructive (10) Satisfied

109. List six myths of the world of work:

(1) More college degrees mean a higher salary (2) If you are trained for a job, you'll get it (3) Only men have a right to work (4) Learning only takes place in schools and college (5) If you're a specialist, business will come knocking at your door (6) Occupations are stable over long periods of time

110. In terms of economics only, is a college degree worth the cost?

Yes [✓ No]

The amount spent in four years, plus the loss of wages, if invested over the lifetime of a worker, will exceed the cumulative salary over the same period of time.

111. What is Career Education?

It is the process of imparting to others, or assimilating within oneself, theoretical and experiential knowledge and skills that prepare one for survival in future personal, economic, educational, and career roles.

112. What are the minimum/maximum range of costs for career assistance?

(1) College placement office: Free (2) State employment office: Free (3) Private employment agencies: 40-60% of first month's pay or 10-30% of yearly pay (4) Career consulting: $50.00/hour (5) Resume preparation: $100.00 (6) Executive search: 25-30% of compensation (7) Testing and evaluation: $25-$50/Test (8) Corporate outplacement: 15% of salary (9) Executive recruiting: 25-30% of compensation

113. What percent of all jobs require (1) reading, writing, and speaking the English language (2) high school graduation (3) college degree?

50% 30% 20%

114. What futuristic influences affect occupational choices?

1. Agri-Industrial — Informational shifts
2. Population changes
3. Technological achievements
4. Transportation systems
5. Legislative acts
6. Wars and natural disasters

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Revised June 1983

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APPENDIX J

ENTREPRENEURSHIP EDUCATION: ORGANIZING TO DEVELOP PROGRAMS AND COLLABORATIVE NETWORKS - INSTRUCTIONS FOR ORDERING

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